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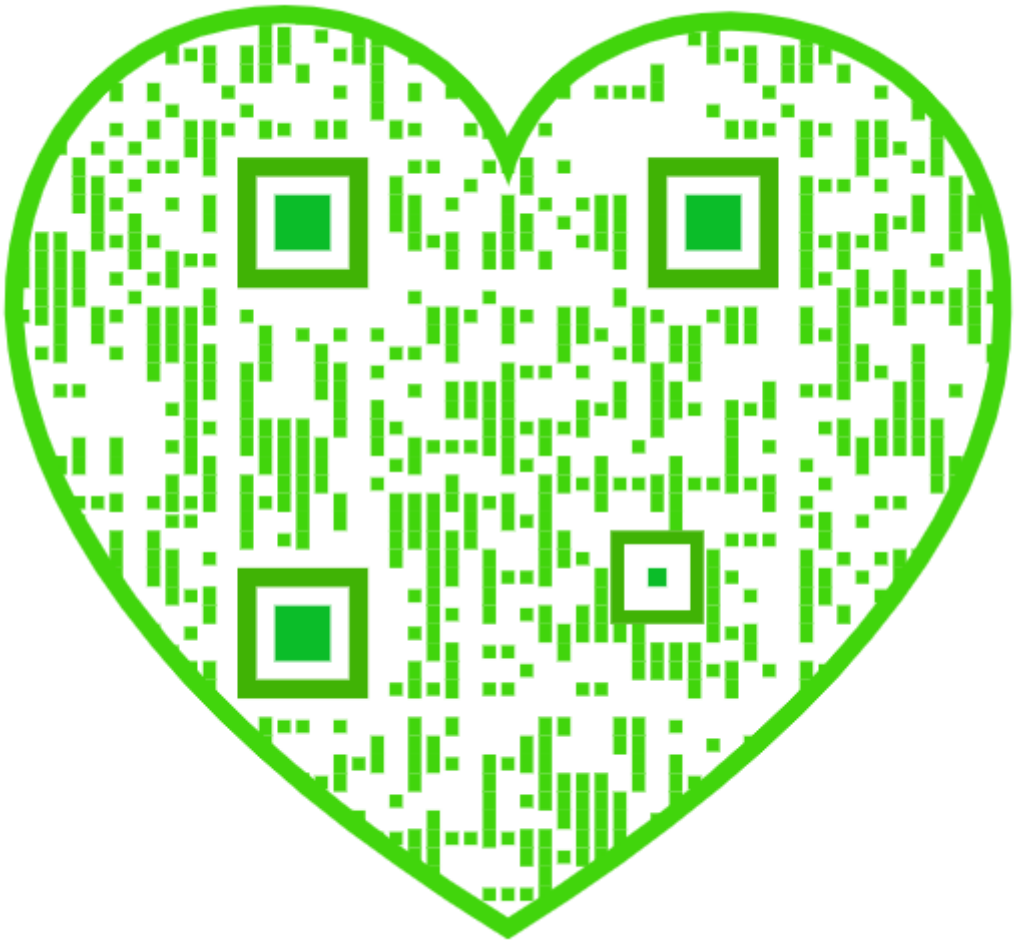
GREGG'S SHORTHAND

NINTH EDITION



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Gregg's Shorthand

A LIGHT-LINE PHONOGRAPHY FOR THE MILLION

BY

JOHN ROBERT GREGG

PRESIDENT OF THE GREGG SHORTHAND ASSOCIATION OF CHICAGO; HON. PRESIDENT LIGHT LINE SHORTHAND ASSOCIATION OF LIVERPOOL, ENGLAND; HON. MEMBER OF THE NEW YORK, BOSTON, NEW ORLEANS, DUBLIN AND SHEFFIELD GREGG SHORTHAND ASSOCIATIONS; MEMBER OF THE INSTITUT STENOGRAPHIQUE DES DEUX MONDES OF PARIS, MEMBER OF "THE SHORTHAND SOCIETY," LONDON, ENGLAND; EDITOR OF THE "LIGHT LINER," ETC., ETC.

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Yours truly,

John R. Gregg

PREFACE TO THE SEVENTH AMERICAN EDITION.*

This presentation of Gregg's Shorthand was written some time ago, but its appearance has been delayed by illness and pressure of other matters. The manuscript and proof sheets were submitted to some of the most experienced writers of the system, and I desire to acknowledge the valuable suggestions received from all parts of the world. In particular, I have to acknowledge my indebtedness to Mr. Frank Rutherford, New York City, for many of the sentences in the exercises on the eighth, ninth and tenth lessons, and Mr. George Watson, Chicago, for the *suspi* prefix and some new word-signs. The following ladies and gentlemen have sent me practical suggestions as to outlines and the arrangement of the lessons: Mr. A. St. Clair Humphrys, Newcastle, England; Miss E. A. Tibbetts, Boston, Mass.; Mr. Fred T. Tyndall, Edinburgh, Scotland; Miss B. F. Tomkins, Dublin, Ireland; Mr. Edmond F. Mielly, New Orleans; Mr. H. T. Whitford, Liverpool, England; Mr. T. W. Stanier, Gateshead-on-Tyne, England; Mr. J. M. Morrison, Christchurch, New Zealand; Mr. W. Rasmussen, Seattle, Wash.; Mr. Charles R. Mackay, Grahamstown, South Africa, and Dr. Edwin Pynchon, Chicago.

While I have had suggestions from writers and teachers in all parts of the world, this edition of the text-book has been arranged expressly with a view to meeting the requirements of the business colleges of America. In presenting it, I feel confident that by its use still more remarkable results may be accomplished, and that teachers will be able to efficiently handle a larger number of pupils than they could with any other system or text-book extant. This is an important consideration, and I would respect-

*Eleventh English Edition.

fully invite an investigation of this claim, as well as those regarding the merits and results of the system.

The following quotation from the catalogue of the Salem Commercial School (Incorporated), Salem, Mass., the first business college in America to adopt Gregg's Shorthand, shows how the system is appreciated by those who can speak with authority:

"Greater satisfaction could no man desire than has come from our three and a half years' experience with Gregg's Shorthand. * * * It is a matter of some pride to our management that ours was the first established business school in America to introduce the Gregg, and it has been exceedingly gratifying to watch the growth of the department since the abandonment of the shades, angles and positions of the Isaac Pitman. Not only are our teachers relieved by the change, but our students take up the work with encouragement from the very start, while their letters are wonderfully improved. This is very easily explained when we consider the fact that the system is so natural, and so purely scientific that it is, comparatively speaking, a very slight burden to the mind. This allows the amanuensis to give far greater attention to the sense of the dictation, with the result that there is much less misunderstanding of words, a far more accurate outline, and, consequently, a more correct letter from the machine."

It may be of interest to business educators to know that this college reports that "the enrollments in the shorthand department since the introduction of Gregg's Shorthand have increased 210 per cent.," and the books are open for inspection to prove this. Similar reports come from all colleges using this system.

The reception which Gregg's Shorthand has received from progressive American business teachers has been gratifying to me, and I appreciate the kindness manifested toward me personally by teachers of the older methods, as well as by writers of this system. The prospects for the future are certainly all that I could desire, and it will always be my earnest endeavor to make the text-books as perfect as possible.

JOHN ROBERT GREGG.

CHICAGO, March, 1898.

Preface To First Edition.

OVER five years ago Light-Line Phonography was published as a "simple, rapid, and perfectly legible phonetic handwriting for general use." I began to teach it in a very quiet way, but so great was the enthusiasm of my students, and so remarkable were the results which they achieved, that before six months had elapsed the system was the subject of heated controversy in the public press, and its text-books were selling by the thousand. From that time to the present, Light-Line has had a career of success which, I venture to say, is without a parallel in the history of shorthand. The system aroused exceptional and widespread interest because it was a complete departure from the old lines, my contention being that it was impossible to make any real advance in that direction. For half a century clever phonographers all over the world have been endeavoring to improve the old method, and their efforts have merely resulted in slight modifications of the original system. If it had been possible to make any *real* improvement on the old lines, it would have been made long ago by Messrs. Graham, Munson, Longley and the host of other adaptors of Isaac Pitman's Phonography. I believe that the trend of shorthand progress is towards a more complete identity with our ordinary longhand writing, which in its adaptability to the hand embodies the

wisdom of ages. Holding that view, I have admitted no characters into the alphabet which are not to be found in ordinary writing. In this there is a great and obvious advantage, for at the very outset of his study the student is able to utilize the practice he has had in writing longhand, and is relieved of the drudgery of training the hand to DRAW, with mechanical accuracy, unfamiliar characters in all possible directions. But the advantage does not end there, for as the writer becomes expert he finds that in rapid writing the system does not involve the severe manual and mental strain inseparable from the ziz-zag motion of systems founded on the old geometrical basis. A writer of a geometrical system can have no conception of the easy flow which is imparted to the writing by the uniformity of movement and the prevalence of curves.

SYNOPSIS OF LEADING PRINCIPLES OF STRUCTURE.

(1)	*No Compulsory Thickening.*—May be written either light or heavy.	As in Ordinary Writing.
(2)	*Written on the Slope of Longhand*, thus securing a uniform manual movement.	
(3)	*Position Writing Abolished.*—May be written on unruled paper and in one straight line.	
(4)	*Vowels and Consonants are Conjoined*, and follow each other in their natural order.	
(5)	*Angles are Rare.*—Curves predominate.	

This brief synopsis will suffice to show that my aim has been to adhere to those natural principles which govern ordinary writing. By a practical combination of these elements as a *foundation*, the system secures to the writer, with very little pratice, that perfect command of the characters which is productive of the best results, and which can only be obtained with the old method by years of persistent practice.

It is almost needless to say that a faulty allotment of the alphabetic characters would have entirely nullified in practice the value of the natural principles which form the basis of the system. But even a cursory glance at the alphabet will show that *T, D, N, M* have certain strokes assigned to their representation in order that, by the junction of these strokes in the form of a curve, the common syllables *Ten, Den, Tem, Dem, Ent, End, Emt, Emd* may each be effectively represented by a single effort of the hand. By this combination another important advantage is gained in the abolition of the obtuse or blunt angle which has always been recognized as an obstacle to swift and accurate writing. So much may be seen at a hasty glance, but a deeper study will prove that the entire alphabet has been carefully thought out in accordance with the respective values of the letters and signs in combination with each other. For example, the ever-recurring compounds *pr, br, pl, bl, kr, kl, gr, gl, fr, fl, rk* are each effectively represented by one effort, and the same remark applies to the syllables *ses, ted, ded, men, mem, def, dev, jent, jend.* I invite comparison with the older systems in this respect. Hitherto it has been customary in shorthand systems to deal with these "consonantal diphthongs," as they have appropriately been termed, by special rules and far-fetched devices, with innumerable "exceptions," and the natural result is that these systems present a bewildering number of *possible* ways of writing the same word.

The theoretical principles on which the system is founded have been endorsed by the "Stenographic Society' of France, and by the "Shorthand Society" of England in October, 1891.

In discussions in the public press Light-Line has invariably been victorious. A controversy regarding the system

was carried on with great vigor by prominent shorthand experts in the columns of *The Bazaar, Exchange and Mart,* and lasted over five months. At the conclusion, the editor said:

"The real point at issue, in a nutshell, is: 'Is Light-Line a workable system?' Up to the present the weight of evidence is very much in its favor, for not only has it been pretty conclusively shown to be a practical one, but also that it has fewer complications, and is thus more easily acquired than the older systems formed upon geometric principles."

In the course of a lengthy controversy regarding shorthand systems in the columns of the *Weekly Sun* during the past few months, the editor, Mr. T. P. O'Connor, M. P., made the following remarkable statement:

"I have known very few Pitman writers whose notes could be read by anybody else, and I have known a great many—including myself—who found it difficult to read their own notes. It strikes me that the system is best which can be made most like the ordinary longhand. Obviously, the same muscles, the same nerves, the same attitudes, all that conglomeration of causes, open and latent, which provide the peculiarities of one's longhand, will be employed in producing the shorthand. In other words, one will write his shorthand as he does his longhand."

We have demonstrated again and again that Light Line can be acquired up to a practical proficiency in a mere fraction of the time demanded by the older methods, and both in the public press and on the platform we have challenged our opponents to compete for results, but so far the challenge has not been taken up. Light-Line has been approved by the English and Scotch Education Departments as a "Specific Subject" for instruction in elementary schools, and the results achieved by boys and girls of from ten to fifteen years of age have been pronounced by headmasters and inspectors as "beyond expectation," and "without precedent." As regards speed and

legibility the system has been written in a public hall, before independent examiners (including writers and teachers of Pitman's Phonography) for over six minutes, at the speed of 200 words per minute, and the notes were *read back without a single error*"---*vide* formal certificate. It is written by hundreds of professional stenographers in all parts of the globe, many of whom have abandoned other systems in its favor.

Up to the present the text-books and system have practically remained unchanged, but during the past five years I have devoted a considerable amount of time to carefully testing the various suggestions I have received from experts and teachers, and to working out some ideas of my own with a view to rendering the system a still more efficient instrument for recording rapid utterances. A few of these innovations have appeared in the pages of our magazine, but this treatise incorporates not only those which have thus appeared, but many others which have proved of value in practical work. The text-book has been almost entirely re-written, the lessons have been re-arranged, the examples carefully chosen, and I believe it will be found a great improvement on preceding issues and much more suitable both for class work and home study. It will be published simultaneously on both sides of the Atlantic, and judging from the way in which the system is spreading, and the large number of professional teachers and reporters who are abandoning the older methods in its favor, it appears destined in the near future to become THE SHORTHAND OF THE ENGLISH-SPEAKING PEOPLE.

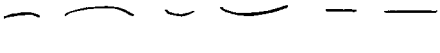
JOHN ROBERT GREGG.

Boston, August, 1893.

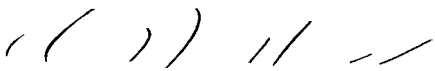
THE ALPHABET.

CONSONANTS.

K. G. R. L. N. M.



P. B. F. V. CH. J. T. D.



down down down up

S. TH. SH. H.

down up

BLENDED CONSONANTS.

COMPOSED OF

TeN, DeN

TeM, DeM

eNT, eND

eMT, eMD

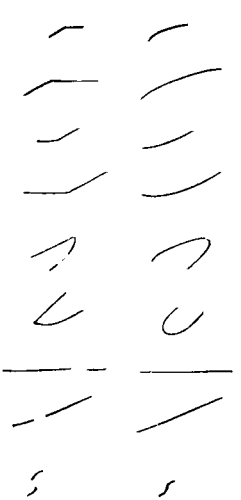
DeF, DeV

JeNT, JeND

MeN, MeM

TeD, DeD

SeS



VOWELS.

Short.	*ă as in* act	O.
Medium. A	*ä* " ark	O.
Long.	*ā* " aim	O,
Short.	*ĕ as in* rim	o
Medium. E	*ę* " red	o.
Long.	*ē* " reel	o,
Short.	*ŏ as in* odd	⌣
Medium. O	*aw* "audit	⌣.
Long.	*ō* " oak	⌣,
Short.	*ŭ as in* up	⌢
Medium. U	*o͝o* "hook	⌢.
Long.	*o͞o* "doom	⌢,

DIPHTHONGS.

COMPOSED OF

U	*ĕ-o͞o*	ɾ
OW	*ä-o͞o*	ɾ
OI	*aw ĕ*	ɾ
I	*ä-ĕ*	O

FIRST LESSON.

1. Write the *sounds* of each word and omit all silent letters; thus for *aim* write *am* (long sound of *a*), for *cat* write *kat*, for *knee* write *ne*.

CONSONANTS.

2. The alphabet should be mastered in sections as given in these lessons. The characters for the consonants in this lesson are derived from an elliptical figure; thus

K G R L N M T D H

3. All these characters are traced *forward*, and T, D struck *upwards* from the line of writing. The G given above is pronounced *gay*, being the hard sound as in *game, get*, and not the soft sound heard in *gem, magic*. The aspirate H is indicated, where necessary, by a dot placed above the vowel. Practise all these characters until you can write them without the slightest hesitation.

4. It will be noticed that the consonants are arranged in pairs, according to their affinity of sound, and are distinguished by a difference in length. There is no absolute standard as to length, as the system being founded on ordinary writing, its characters vary in size, slope, etc.,

according to the personal habits of the writer. The size of the characters given in the text book will be a safe standard for the learner to adopt.

VOWELS.

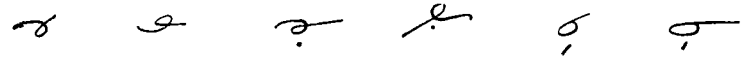
5. In writing by sound there are twelve vowels, instead of five, as in the ordinary spelling. These twelve vowels are arranged in four groups, each group consisting of three closely related sounds, which are represented in practical writing by the *same* sign.

6. In this lesson we have the first two groups, which are called the "A" and "E" groups. When joined to other characters the circle or ring is the most facile of all stenographic marks. In the body of a word, it is usually as easy to include a circle as to omit it, and it frequently happens that by taking away an angle that would obstruct the continuous movement of the pen, the circle actually increases the speed with which an outline may be written. It follows that circles should represent very frequent letters, and in this system the small circle represents *e*, the most common letter in the language, and the large circle represents *a*, which ranks second in importance. If you leave out the connecting strokes of *a* and *e*, you have large and small circles, or loops, and these represent the letters A and E in this system.

7. The large circle represents the short sound of *a*, as heard in *cat, ran;* a dot placed beneath the circle, indicates the medium sound of the vowel, as in *calm, dark*

while a short dash in the same position indicates the long sound, as in *ate, aim.*

cat ran calm dark ate aim



8. The small circle represents the sound of *i,* as heard in *dim, rim;* a dot beneath the circle indicates the short *e,* as in *get, net;* while the short dash beneath the circle indicates the long sound of *e,* as in *me, meek.*

dim rim get net me meek

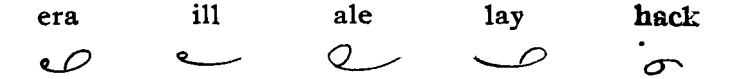
9. The dot and dash which distinguish the shades of sound are sometimes useful for enabling the writer to indicate with precision the exact vowel sounds in unfamiliar or isolated words, but otherwise they are seldom used in practical work. In the following exercises they are introduced to some extent to give the student facility in applying them, but they are omitted in sentences.

RULES FOR TRACING THE CIRCLES.

10. When joined to a CURVE, the circle is placed inside the curve.

eke key egg gay ear

era ill ale lay hack



11. When two curves join without an angle, the circle is placed INSIDE THE SECOND CURVE.

kill wreck gear rig racket

It will be observed that in these examples the combinations given in the last paragraph are still maintained. They do not alter their shape; in the word *kill*, for example, *ill* is written just as it is in paragraph 10.

12. When joined to STRAIGHT LINES, the circle is written under the sign, and *forward as the hands of a clock move.*

aim me day edit him

13. When two characters join with an angle, the circle is placed outside the angle.

rare keg dear dean mere

team Italy meek net arrear

14. You can proceed to copy the following list of words. In doing this, pay particular attention to the *sounds* of each word, and, if possible, repeat them aloud as you write. This will help to impress the forms upon your memory, and at the same time familiarize you with the ordinary process of note-taking. When you have gone

through the examples, test your knowledge of the lesson by covering up the shorthand forms and trying to write the words correctly without looking at the printed characters. You can also test your ability in *reading* by covering up the printed words and transcribing the shorthand.

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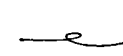
15. GENERAL EXERCISE.

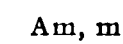
Knee		Take		Hill	
Keen		Tact		Mill	
Kick		Tray		Creed	
Ache		Train		Cream	
Acre		Treat		Merry	
Acme		Nail		Lane	
Neck		Tale		Lamb	
Air		Tame		Lady	
Ark		Deem		Ready	
Near		Deal		Deed	
Eat		Delay		Data	
Hit		Rim		Grey	
Had		Rainy		Grim	
Eddy		Writ		Dairy	

Get		Ticket		Ned	
Gate		Tickle		May	
Gain		Dick		Kate	
Mean		Deck		Amy	
Meet		Deacon		Ada	
Calm		Decay		Ella	
Came		Arena		Lena	
Kettle		Hammer		Harry	
Mettle		Linen		Emma	
Reel		Narrate		Hattie	
Rail		Marine		Hannah	
Remit		Lake		Lily	
Dilate		League		Mamie	

SIMPLE WORD-SIGNS.

16. A large proportion of all written and spoken language is made up of a few monosyllables repeated over and over again; indeed it is computed that about one hundred of these words comprise *more than one-half* of all ordinary language. In all systems of shorthand, brief forms are provided for such words, and the following list

should be committed to memory before proceeding further.

Can	Go, good	Are, our	Well, will
In, not	**Am, more**	**At, it**	**Would**
			
		up	*up*
He	**I**	**A, an**	**The**
			up

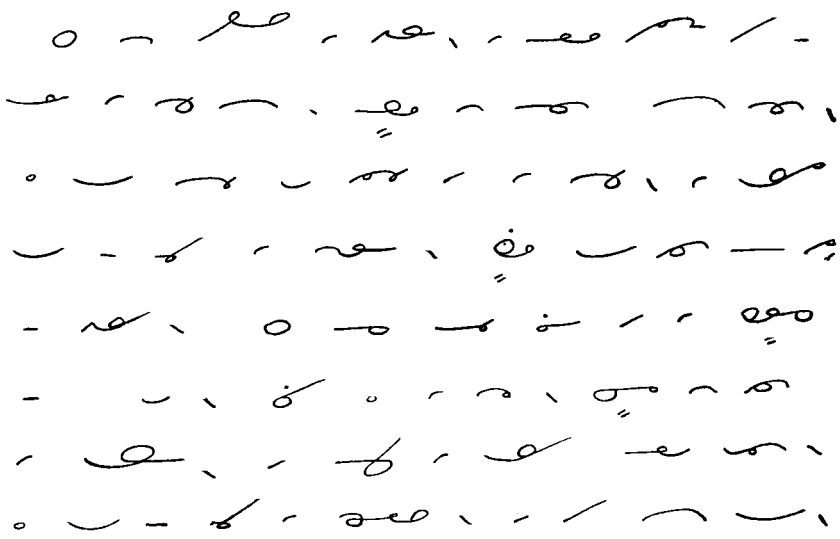
(Sign for *th*, see alphabet.)

PUNCTUATION, ETC.

17. With the exception of the period or full stop which is indicated by \, the punctuation marks are written as usual. Capitals and proper names may be indicated by two ticks beneath the outline.

18. Read or transcribe the following sentences. Should you find much difficulty in reading these sentences, you may rest assured that the lesson has not been thoroughly mastered, and that you require further practice on the examples already given. *Read the exercise several times.* Each time you hesitate at an outline, go back to the beginning and start again. Repetition is one of the secrets of fluent reading, as well as rapid writing, in shorthand.

READING EXERCISE.



WRITING EXERCISE.

20. Cover up the reading exercise and try to write the sentences correctly in shorthand from the following:

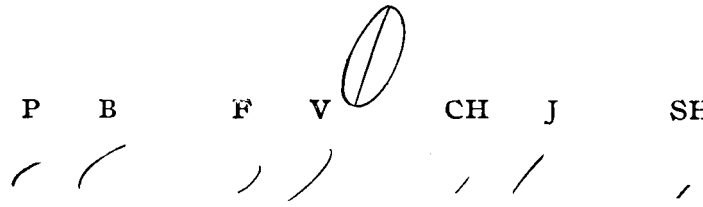
I can delay the train. The merry deacon would not let the cat go. Mary can make a good cake. He will get our ticket at the gate. The lady will not need the cream. Harry will take more tea in trade. I may meet him at the Arena in an hour. Had he the key? Amy can take the lamb. It made the lad a mere wreck. He will not need the camera. It would go well.

21. After comparing your writing with the original and correcting your mistakes, copy out the entire exercise several times. Write it slowly and carefully. Always bear in mind that *a good style* is the first essential to rapid writing; and your first effort should be to obtain such a command over the outlines that your hand will execute them neatly and legibly when you begin to "get up speed."

SECOND LESSON.

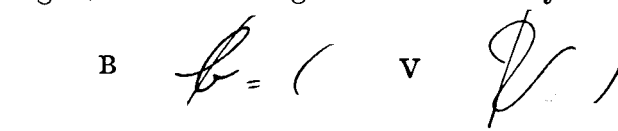
CONSONANTS.

22. All the characters given in this lesson are derived from another elliptical figure; thus



The curve on the left side of the figure represents P and B, that on the right side, F and V, and the straight line, CH, J, SH. All these characters are written downwards.

23. Should you find any difficulty in memorizing these signs, the following mnemonics may be of assistance:



The downward stroke of each of these letters in longhand is our shorthand character.

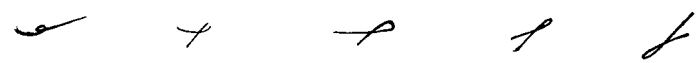
24. P, B, F, V.—The characters for P, B are curved chiefly towards the end, while those for F, V curve at the top, so that P, B, when properly formed, would do for F, V if turned upside down. In writing F, V a rather vertical inclination is desirable in order that the curve may join easily with other characters. Study

the following outlines, and note that *fr* and *fl* should be written without an angle:

free frame flash vain feed

25. CH, J, SH.—CH should be called *chay*—that is, one syllable—and not *see, aitch;* SH should be called *ish,* not *es, aitch.* You will notice that CH, J resemble T, D but they are distinguished by a difference in slope. The hand naturally gives the downward stroke a more vertical inclination than the upward stroke, as will be seen in writing the strokes of the ordinary *m* in longhand. When they are joined to other characters, the distinction of slope is unnecessary, as will be seen from the following outlines.

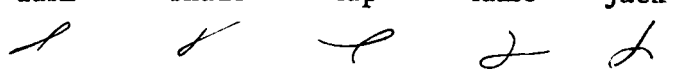
read rich match teach jet



26. The affinity of SH to CH will be made clear by pronouncing *branSH, branCH, FrenSH, FrenCH.* It is, therefore, represented by a similar stroke, but written as a mere tick.

27. As the system is founded on ordinary writing and has the same freedom of movement, the circle may assume the form of a loop when more convenient.

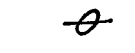
dash shade lap fame Jack



Practise all the consonants before going further.

VOWELS.

28. The vowels in this lesson are also derived from an elliptical figure, but on a small scale; thus



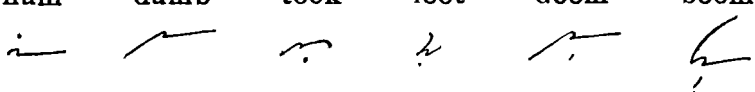
29. The lower portion of the figure—called the downward hook—represents the short sound of *o,* heard in *odd, hot;* a dot beneath the downward hook indicates the sound of *aw,* as in *awe, law,* while the short dash indicates the long sound, as in *owe, no;*

odd hot awe law owe no

30. The sign for *O* resembles the lower portion of the letter in ordinary longhand, and this may assist you in memorizing it.

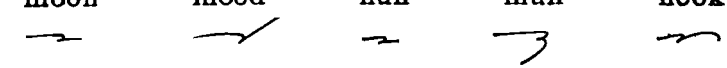
31. The upper portion of the figure—called the upward hook—represents the short sound of *u,* as heard in *hum, dumb,* (not the long sound heard in *use,* which will be given in the next lesson); a dot beneath the hook indicates the sound of *oo,* in *took, foot,* while the short dash indicates the long *oo,* as in *doom, boom.*

hum dumb took foot doom boom



32. To avoid an angle in writing, the upward hook is dropped on its side AFTER the horizontal stroke.

moon mood nun muff nook



33. The downward hook is placed on its side BEFORE the horizontal stroke and R, L.

on moan or nor coal

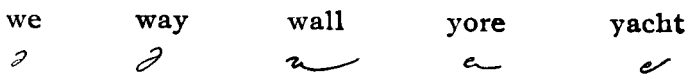
34. In the body of a word, it is only when the downward hook is preceded by a horizontal character (K, G, N, M), that it is placed on its side before N, M, R, L. When preceded by a *downward* character, it retains the usual form.

bore bone shoal pole foam

You can now practise all the vowels in this lesson, and you should also fill a page of your note-book with the examples in the last three paragraphs, as they are of great importance.

35. W and Y.—Owing to the insertion of the vowels, it is not necessary to burden the system with special signs for W and Y. The vowel *oo* is equivalent to *w*, when united to a vowel in rapid pronunciation; as *oo-a-t—wait, oo-e k—week.* The long sound of *e* is equivalent to *y*; as *e-o-r—yore, e o-t—yacht.* You will always be able to recognize W and Y by their being followed by a *vowel*: when you see the upward hook with a vowel after it, you can instantly read it as W, not OO.

we way wall yore yacht



36. The combination WH is really sounded *hw*, as *hweel—wheel*, and is therefore indicated, where necessary, by a dot placed over W.

whim whit wheat whig whack

37. In order to attain facility in dealing with combinations of which W is the first element, you should fill several lines of your note-book with each of the following examples:

we weave way wait wash

wall woe wove woo wool

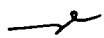
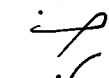
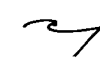
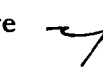
38. YE, YA.—At the beginning of a word, a small loop indicates YE and a large loop YA:

yet Yates yam yell Yale

39. Copy the shorthand examples on the following pages with the same care as in the first lesson, and afterwards test your knowledge in the manner explained in paragraph 14.

GENERAL EXERCISE.

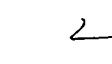
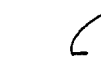
Who		Cheek		Trap	
To		Chief		Breach	
Took		Cheer		Bread	
Do		Cheap		Feel	
Doom		Chap		Catch	
Dough		Play		Dodge	
Dome		Gem		Owner	
Dot		Jam		Omit	
Each		Palm		Home	
Age		Paid		Core	
She		Peal		Reap	
Eva		Appeal		Year	
Papa		Puff		Yellow	
Able		Cuff		Yawn	
Beer		Shove		Yawl	
Chat		Ought		Fray	
Teach		Taught		Frame	
Chain		Map		Float	

Utter		Watch		Image	
Mutter		Share		Homage	
Lash		Shallow		Behalf	
Shaky		Shabby		Polish	
Shave		Ledge		Abolish	
Cave		Load		Applaud	
Wake		Shore		College	
Wag		Pony		Knowledge	

40. SIMPLE WORD-SIGNS.

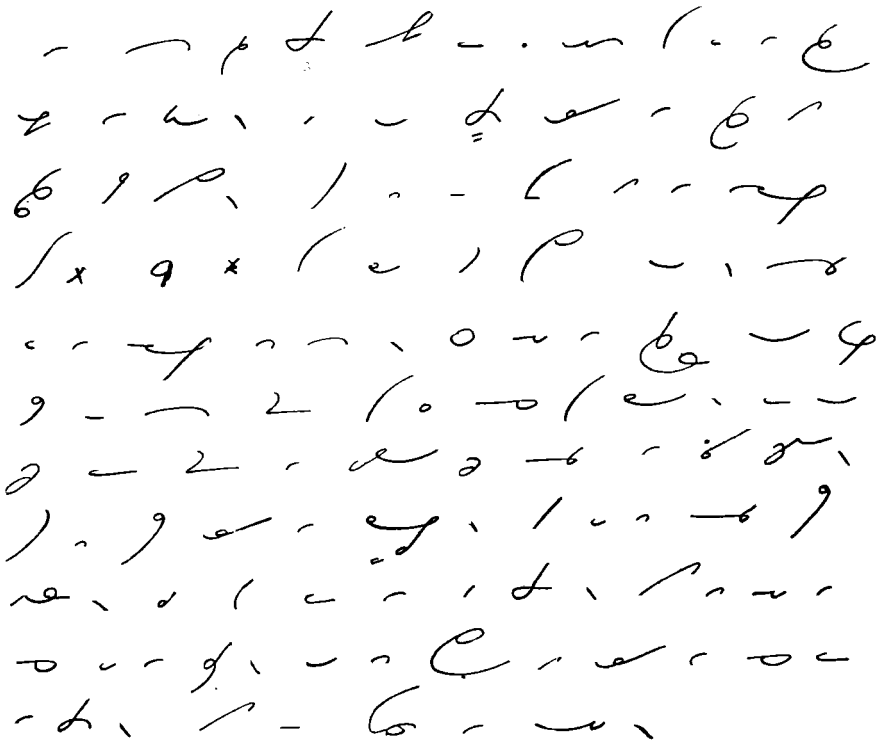
Put	Be, but	For	Have	Which

Shall, short	Of	All	You, your	Before

About	Ever-y	Name	Form, from	Been
				

41. The outline for *before* is simply *be* and *for* joined together; and the words *about, ever-y, name,* are in each case indicated by the first two letters of the word. As *f* represents *for,* it is easy to remember that by adding *m* you get *form.*

42. **READING EXERCISE.**



WRITING EXERCISE.

43. The good ship Jane dashed on a rock, but all the people reached the shore. Shall our Jack read the paper to papa each day? Have you not been to the college before? I shall be here for about an hour. Get all the knowledge you can. I know the chaplain will preach if in good form, but he may be ill. On our way home from the hotel we met the head waiter. Have you ever read the Elegy? Which of you met every train? She put on the short chain. Do you know the name of the chief? Are you able to read the name on the check? Do not break the law.

THIRD LESSON.

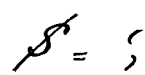
CONSONANTS.

44. From the small elliptical figure given in the last lesson we obtain two small curves which are traced *downwards* to represent the very common letter S, and *upwards* to represent TH. These forms can never be confused, as the tracing of them is governed by simple and definite rules.

S	TH
down	*up*

Practise these characters; but in doing so, keep steadily in mind that the curves for S are traced *downwards* and those for TH are struck *upwards*, and at a greater inclination.

45. S.—Seeing that the small curves for S occur in writing that letter in longhand, there should be no difficulty in remembering them; thus



46. TH.—There is more constraint on the hand in making a small curve in an upward direction than a similar curve traced downwards. In certain joinings it is

difficult to make an exact upward curve, and that is why this character is assigned to the representation of TH, which is comparatively infrequent. Should this little curve assume the appearance of a straight line under the stress of rapid note-taking, the context will readily decide whether T or TH was intended, as "I taught (thought) so," or "Did you trow (throw) a stone?"

RULES FOR TRACING S AND TH.

47. When S is joined to a curve, trace the sign which is in the same direction as the curve, so as to secure a *uniform movement.*

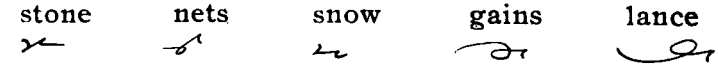
spear sap sphere safe slow

sail face pass race scheme

sake case less series maps

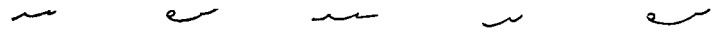
48. When S is joined to a straight line, form a sharp angle.

stone nets snow gains lance



49. Before and after O, R, L, trace TH to the right, so as to form a *sharp angle.*

throw earth throne though health



50. It will be seen from the foregoing rules that the tracing of the alternative signs for S and TH is governed by the *consonants to which they are joined.* These rules do not cover monosyllables, consisting of S or TH and a vowel or diphthong, but having no other consonant. In such words, trace the sign which is in accordance with the movement of the hands of a clock.

as they say seethe sees

down *up* *down*

51. Z.—In practical writing Z is represented by the sign for S, but a dot outside the curve marks the distinction in isolated words.

gas gaze seal zeal

52. TH.—The TH heard in *breathe* may be distinguished from the sound heard in *breath* in a similar manner.

lath lathe breath breathe

These distinctions are purely theoretical, and will be found wholly unnecessary in practical work.

53. NG and NK.—The sound of NG, heard in *long*, is indicated by slightly lowering the N; and NK (sounded NGK, as *bang-k—bank,*) is a longer sign.

ring rink sing sink

The use of these signs is extremely limited, as will be seen later.

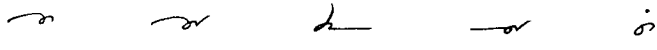
DIPHTHONGS.

54. A diphthong is the union of two simple vowels uttered in rapid succession, the organs of speech being in position to utter one simple vowel at the beginning of the diphthong and in position to utter a different vowel at the end of it, but in pronunciation the two vowels are so blended as to seem to the ear but one sound. In this system the diphthongs are indicated in a simple and natural manner by joining the circles and hooks for the vowels of which the diphthongs are composed.

U OW OI I

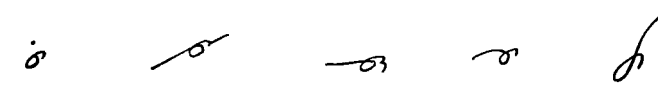
55. U.—The simple vowels *e* and *oo*, uttered in rapid succession, yield the diphthong *ū*, as heard in *use, union*, and the sign for this diphthong is obtained by joining the signs for these two primary sounds.

cue cute fume mute hue



56. OW.—By rapidly coalescing *ah* and *oo* in pronunciation, the sound of *ow* is obtained, and consequently the diphthong is denoted by joining the large circle and upward hook.

how doubt mouse cow bough



In writing *ow* always keep the circle *beneath* the hook.

57. OI.—By rapidly coalescing *aw* and *e*, in pronunciation the sound of *oi* is obtained, hence this diphthong is denoted by joining the downward hook and the small circle.

toy toil joy annoy noise

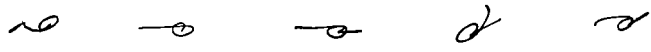
58. I.—The diphthong *ī* requires special attention. The sign for it is simply a large circle with a line traced through it, and resembles a combination of the large and small circles, representing *ah* and *e*, which, if coalesced in pronunciation, yield a sound almost equivalent to I. The *slightest variation* of the circle is sufficient to denote the diphthong, as will be seen by comparing the following outlines:

fan fine

In writing *fan*, the N is struck from the top of the circle, but in *fine*, the I is clearly and rapidly expressed by

simply dropping the pencil to the line of writing before striking the N.

try my mine fight kite



59. In a great many words it will be found unnecessary to put a line through the large circle to denote the diphthong I. In writing *might*, for example, it will be sufficient to write *mat*, as "it mat (might) be," "in ma (my) opinion," etc.

60. This exhausts the alphabet, and, as the rules given in this lesson are of the very greatest importance, you should study and practise all the examples until you are thoroughly convinced that you can write every one of them without a moment's hesitation. When you have done this, you are ready to proceed with the exercises, but not until then.

GENERAL EXERCISE

Us		Seize		Fume	
High		Seem		Skate	
Sigh		So		Scratch	
Size		Soap		Scream	
Side		Soul		Scrip	
See		Few		Score	

Seek
Sly
Sleepy
Sell
Serene
Stay
Steel
Stray
Strap
Stretch
City
Said
Snap
Snake
Smear
Smash
Smith
Spray

Splash
Sabre
Save
Sway
Sweet
Thick
Ethic
Thank
Link
Thumb
Thought
Threat
Through
Berth
Both
Booth
Myth
Mouth

South
Gout
Couch
Type
Ripe
Tile
Guide
Vice
Crime
Boy
Oil
Soil
Choice
Youth
Humor
Wing
Gang
Length

Erase		Fancy		Busy	
Brass		Fasten		Apply	
Trace		Guess		Efface	
Terrace		Chasm		Policy	
Acid		Less		Dizzy	
Astray		Lazy		Daisy	
Crisp		Price		Dispel	
Shoes		Mercy		Display	
Shows		Chance		Zero	

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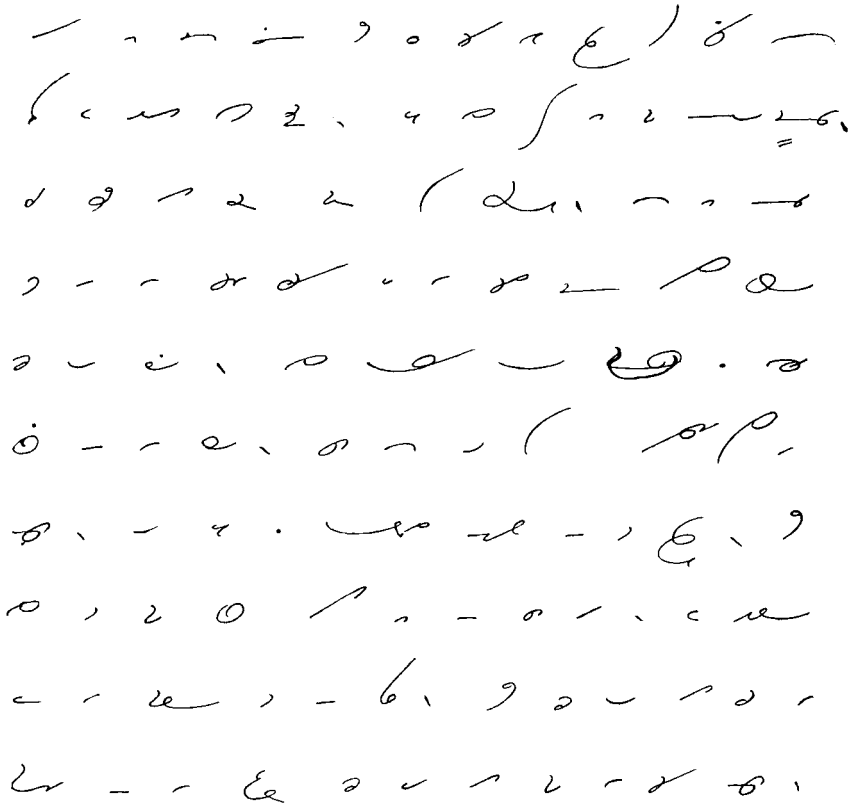
61. SIMPLE WORD-SIGNS.

Is, his	There, their	Use	How, out
down	*up*		

Why	While	Business	This	Those
Mr.	Some	Ask	That	Was

62.

READING EXERCISE.



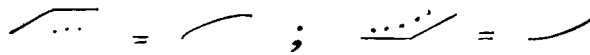
WRITING EXERCISE.

63. Would you ask him if he said those people have had good business all through this season? Was that before you saw Mr. Smith? She essays to sing a song but fails. Can you meet us at the south side of the city some day while we are here? That lad will fly a kite high in the air. How can there be a doubt about it now? There was a lengthy notice in his papers. If that is so, why do you not use it? All toil on the soil is not joy. If we are to see the fruit in the spring, we ought to sow the seed now.

FOURTH LESSON.

BLENDED CONSONANTS.

64. When two straight lines form an obtuse or blunt angle, the natural tendency of the hand is to "slur" the angle and allow the lines to form a curve, thus



To avoid this, an unnatural restraint has to be exercised on the hand, causing a very decided pause and, consequently, a decrease in speed of execution. Hitherto the obtuse angle has been deplored as a "necessary evil," so to speak, but in this system the characters have been so arranged that a number of the most frequent combinations form an obtuse angle, and such angle not being observed, the lines coalesce naturally in the form of a large curve. As the curves can represent nothing but the combination, there is no confusion, and thus, for the first time in the history of shorthand, the obtuse angle—that great obstacle to swift and legible shorthand writing—has been completely abolished in an original and distinctly scientific manner that gives to curves their rightful preponderance and develops consonantal blending so fully that one stroke of the pen frequently represents three or four letters.

65. Master the following Blended Consonants, taking care to pronounce them as *syllables,* and writing them upwards from the line of writing.

TeN, DeN TeM, DeM eNT, eND. eMT, eMD.

EXAMPLES.

tenor denote temper demolish rent

entire band deemed prompt madden

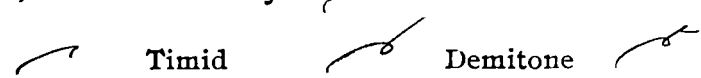
66. As the combinations are pronounced as syllables, minor vowels occurring between the consonants are omitted, but diphthongs and strongly accented vowels should be inserted. For instance, *dean, dine, tame, dome,* and similar words should be written in full.

67. **GENERAL EXERCISE.**

Tenets Tinsel Temple

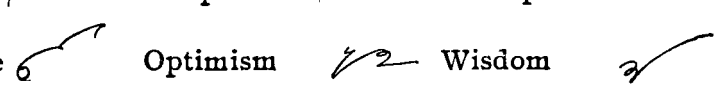
Tenant Tendency Demure

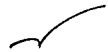
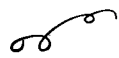
Dense Timid Demitone



Deny Temperance Attempt

Attendance Optimism Wisdom



*Con*dense*		Epidemic		Talent	
*Con*demn*		Freedom		Plenty	
Entrance		Anatomy		Trained	
Dissent		Phantom		Moaned	
Distance		Victim		Dawned	
Written		Bond		Fastened	
Mutiny		Land		Sudden	
Stencil		Print		Lamed	
Threaten		Brand		Doomed	
Estimate		Lined		Dreamed	
Academic		Sibilant		Steamed	

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68. In joining *d* to *f* or *v* and *j* to *ent*, the angle is obscured in rapid writing, and the combination may be written with one inflection of the pen.

DeF, DeV, Tive JeNT, JeND

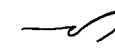
EXAMPLES.

defeat devote native gentle legend

*The prefix "CON" is denoted by K.

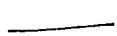
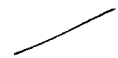
69. It will be found that as *tive* generally occurs at the end of words, as in *native, active,* it cannot be confused with *Def, Dev.*

70. **GENERAL EXERCISE.**

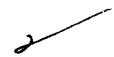
Defy		Devise		Motive	
Edify		Devout		Restive	
Edifice		Divine		Genteel	
Deface		Divest		Agent	
Defame		Divide		Cogent	
Defect		Diffidence		Regent	
Definite		Active		Tangent	
Defence		Festive		Pageant	

---

71. The syllables *Men, mem* are represented by lengthening *M*, that is by joining *M and N*; *Ted, ded, det* by a long stroke upwards, equal to *T* and *D* joined; *Ses* by joining the two signs for *S*.

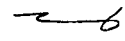
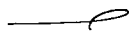
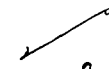
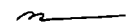
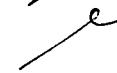
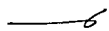
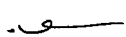
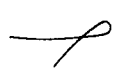
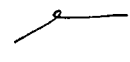
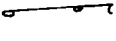
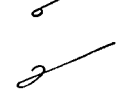
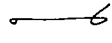
MeN, MeM	Ted, DeD, DeT	SeS.
		

EXAMPLES.

men	memory	seated	did	basis
				

72. The combination *Det* is only used at the beginning of words, as in *deter, detract,* and is thus distinguished from *Ted, Ded,* which occur at the end of words. The stroke for *Ted, Ded,* is only used in short words, being usually indicated by a disjoined dash, as explained in paragraph 74.

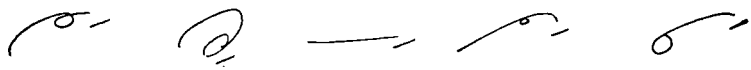
73. **GENERAL EXERCISE.**

Many		Nominate		Audit	
Menace		Maintain		Steady	
Men*tion**		Woman		Deter	
Minute		Women		Detach	
Ministry		Omen		Detail	
Month		Remain		Sister	
Manage		Roman		Schism	
Member		Norman		Masses	
Memorize		Demon		Possess	
Immense		Human		Lenses	
Eminence		Heated		Fences	
Emanate		Waited		Sustain	
Emana*tion**		Rated		Cessa*tion*	

*"*Tion*" is denoted by "*Sh.*"

74. In long words *ted, ded* may be expressed by placing *t* beneath, or close to, the preceding character, but this sign may be omitted in most instances. For example, *effec* would be sufficient to suggest *effected* in the sentence "An entrance was effected by force."

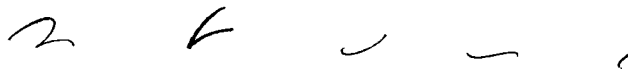
demanded divided mended detected attempted



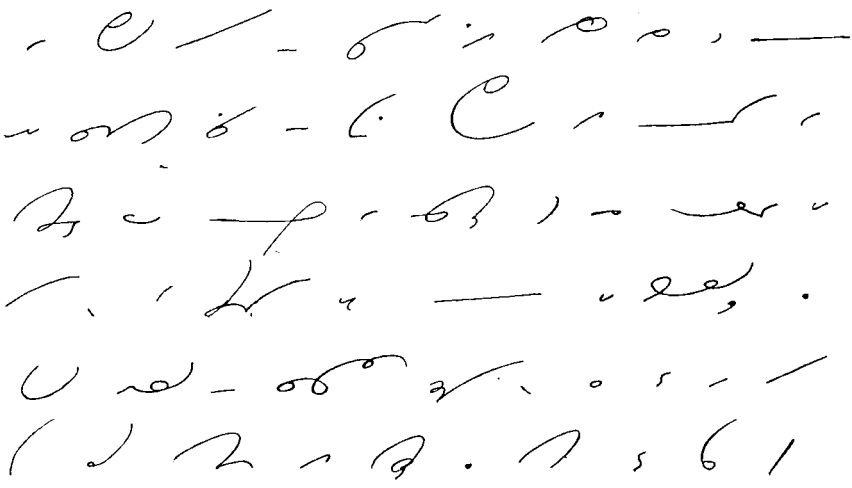
75. **SIMPLE WORD-SIGNS.**

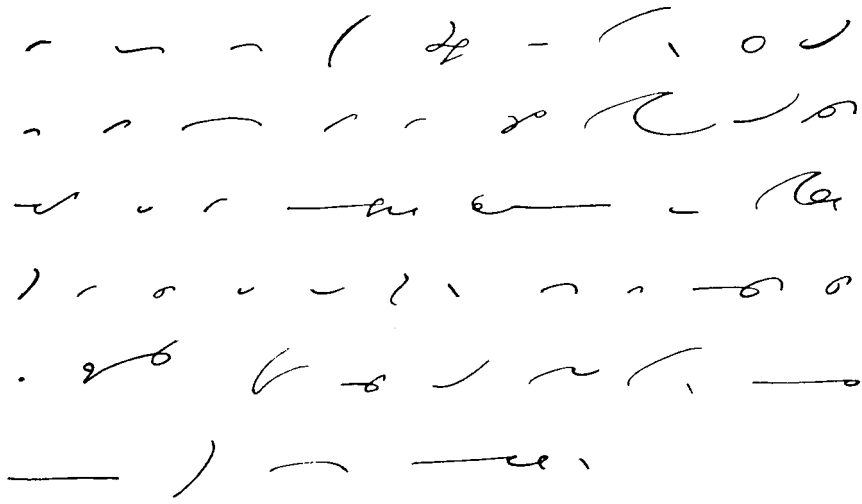
And Time Different-ce Gentlemen Says, system

Difficult Between Want Work Society



76. **READING EXERCISE.**





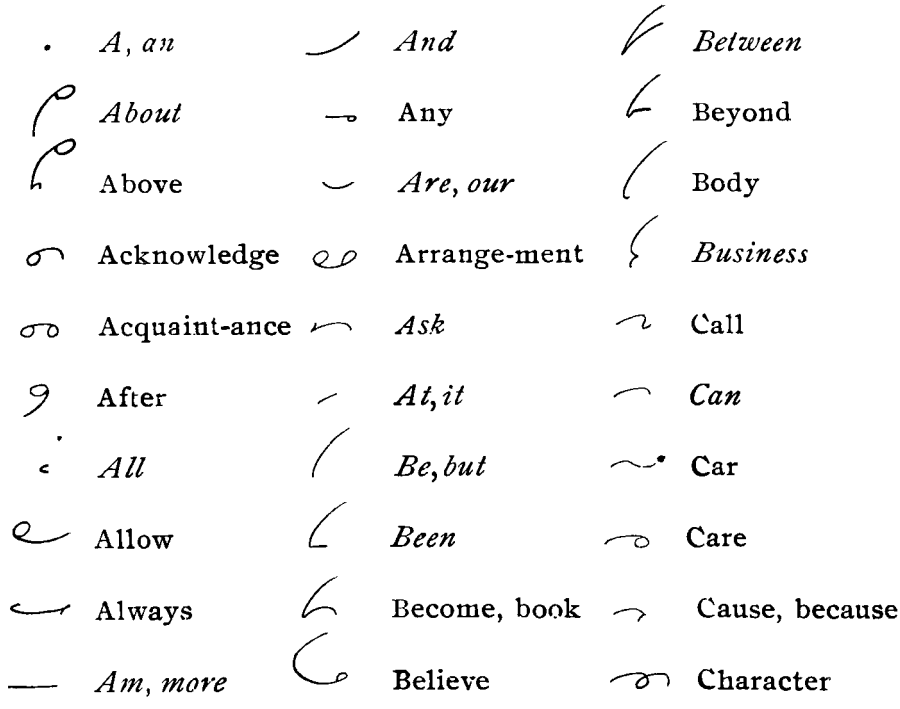
77. **WRITING EXERCISE.**

The agent did not attempt to deny that his men though active had not been able to maintain the defences or manage the natives for any length of time. The victim was a man of talent, a gentleman trained in academic wisdom. He says it would be very difficult to devise a different system by which the work can be finished in time. I want you to go to the City Temple and take notes of the minister's sermon on Temperance for the use of our Society. Can you make out an estimate between now and dinner time? Many men have good memories.

FIFTH LESSON.

WORD-SIGNS.

78. We now give the complete list of word-signs, arranged in alphabetical order. As most of these words are of very frequent occurrence, the forms should be carefully committed to memory and practised assiduously. The words printed in *italics* have been given in previous lessons, and many of the others are written in accordance with rules which will be given at a later stage.



Claim

 Clerk

 Client

 Could

 Course

Collect

Correct

Credit

 Decide

Deliver

Desire

Different-ce

Difficult

Direct

During

 Enclose•

 Ever-y

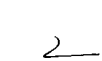
Fall, follow

Far,

Firm

First

For

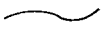
 *Form, from*

 Friend-ly

Full-y

 Gentlemen

Glad

 *Go, good*

Government

Great

Have

He

 How, out

 Important-ce

 Improve-ment

In, not

Instant-ce

 Insurance

Judge

Keep

 Let, letter

 Like

 Little

Look

Merit

Messrs.

Most, must

Move

Mr.

Much

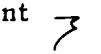
 Name

 Never

New

Newspaper

Next

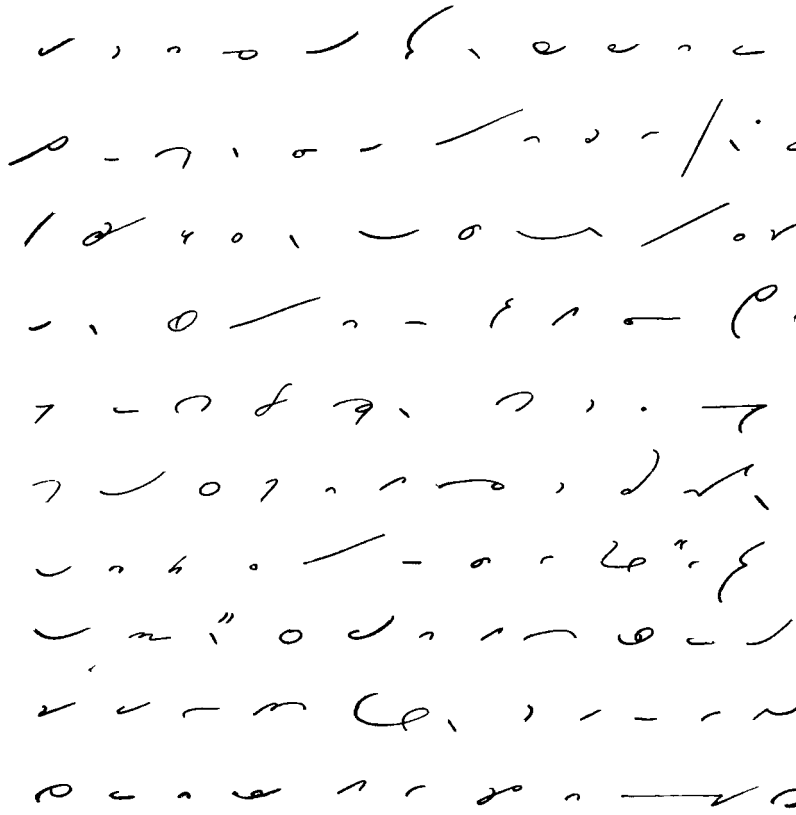
 Occasion

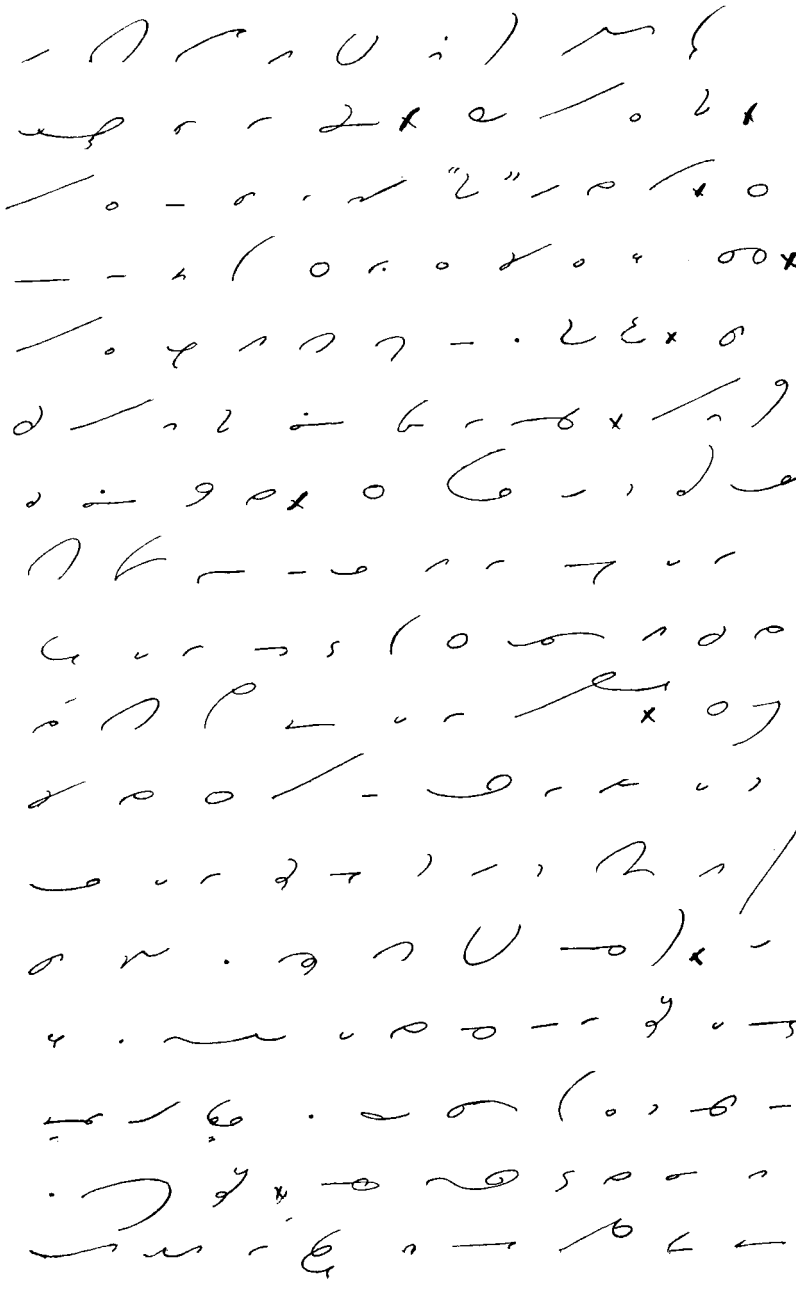
Of

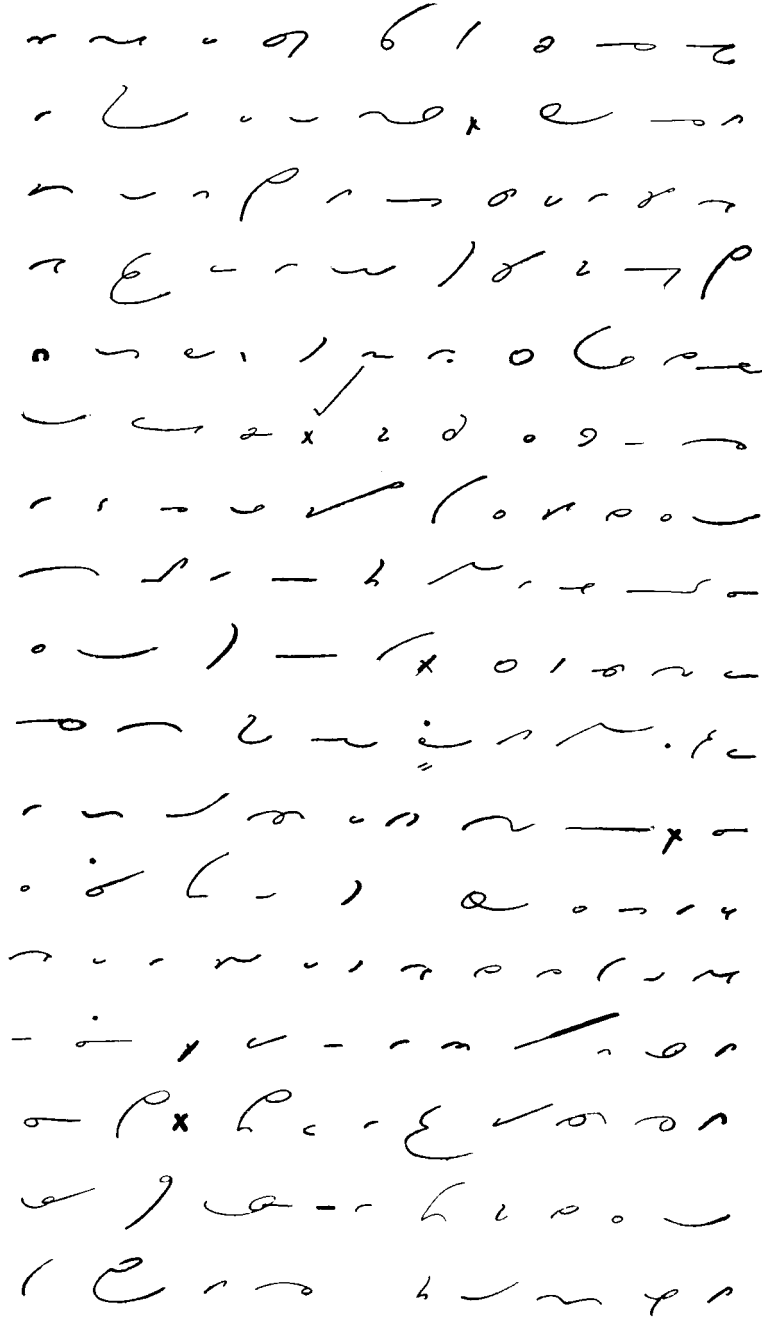
	One		Return		Them
	Other		*Says, system*		*This*
	Particular		Send		Thing, think
	Please		*Shall, short*		*Those*
	Principle-al		Should		Throughout
	Public		*Society*		*Time*
	Pupil		*Some*		Told
	Purpose		Speak / Speech		True
	Put		Spirit		Truth
	Quality		Stand		Upon
	Question		Standard		*Use*
	Railroad		State		Usual, wish
	Railway		Strength / Strength		Value
	Real, regard		Such		Very
	Receive		Sure		*Want*
	Regret		Than, then		*Was*
	Reply		*That*		Week
	Represent		*The*		*Well, will*
	Right, write		*Their, there*		Were

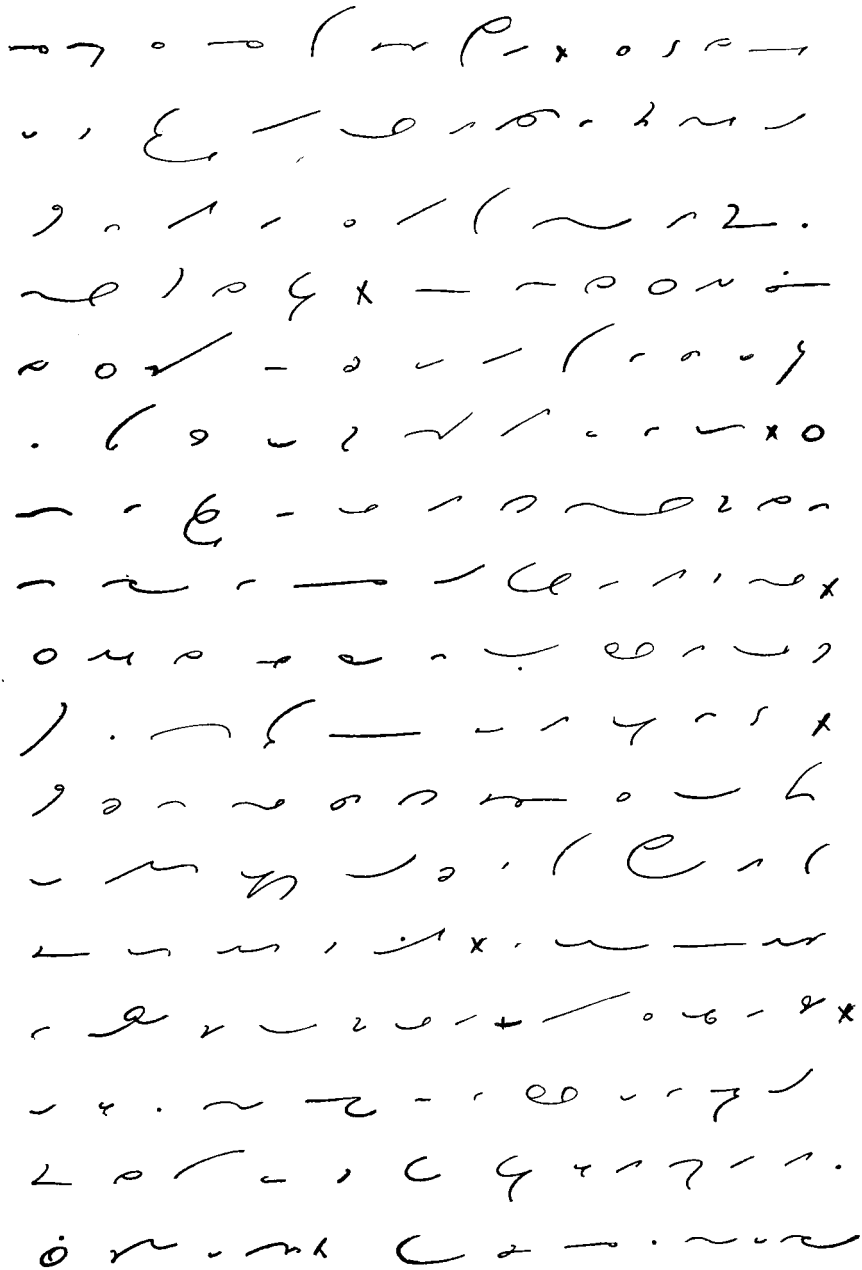
	What		*Why*		Word
	When		With		World
	Where		Without		Work
	Which		*Would*		Yesterday
	While		Wonder		*You, your*

79. READING EXERCISE.









WRITING EXERCISE.

80. The following sentences contain all the word-signs and should be written at least twenty times:

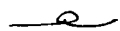
What is your name and business? Where were you on the day in question? When there, did you see the judge? On which side was he? Well, how long did he stand there? Why did you not speak to him about the insurance on this particular occasion? This is an important question, and I wish you to give his very words. Are you sure he did not use the phrase, "the public will wonder?" I want you to go right on and state what then took place. Is it not the truth that on your return to the city, you mentioned this at different times to gentlemen who have direct busines relations with the firm? Where did he fall? Did he not use the word "friend" at that time? I am not sure, but I think he said he was an acquaintance. Did he reply to this question in a friendly spirit? How far did you follow him beyond the gate? Did you ever see him after that? I believe there is very little difference between them in regard to the importance of the principles of the new system, but I regret to say that they differ about some of the details. I never said that I did not like the tone of his letter of the 1st inst., for it is difficult to judge how strong a case this gentleman may have. There was a clerk of that name in the office of Messrs. Smith and Perry a year ago, but he is now in a government office. My client says that when you look through the papers, you must decide upon some other course of action, by which we may improve the value of our claim. Allow me to ask, are you about to move out of the city because those people on the railroad have said so much about your work here? For one thing, I believe

merit will always win. So far, he has not given the system any real study, but he states that he will go into it more fully during the next month, when he will have more time. I shall now call on my good friend Mr. Hill to deliver a speech on the work and character of this great man. When he had been there for a while, he knew it was because of the strength of his cause, that they put their trust in him. What in the world did you write to him about? Above all, the pupil should take care to read every line in the book, so that he will be able to give a full and correct reply to any question he may be asked about it. He says that most of his pupils would like to take the full course, and, if you desire it, he would be glad to form a class for that purpose. More than that, I told him it could not see what would be the use of such a body, as our society could do all the work. I enclose the papers in regard to this claim, so that you can collect the money and place it to his credit. I trust that next year you will arrange to let us have a good business man here to represent the system. If we can carry out our scheme, he will become our direct representative, and we shall be able to put some work through his hands. The railway men throughout the entire state will so regard it. Did he receive it yesterday? There was a great improvement in the arrangement of the newspaper, and from that time on, his principal purpose was to keep it to a high standard of quality. Please send me a car of coal.

SIXTH LESSON.

COMPOUND WORDS.

81. A number of compounds may be obtained by joining two simple word-signs together. An example of this was given in the second lesson, in the word "before" (Paragraph 40), and the following words are formed on the same principle.

Anybody	Indifferent-ce	Someone
Anyone	Meantime	Sometime
Before	 Meanwhile	Somewhat
Beforehand	Nevertheless *(Never-l)*	Somewhere
Elsewhere	Nobody	Statement
Everybody	Notwithstanding *(Notwiths)*	Thereafter
Everyone	Republic	Therein
Forthwith	Somebody	Therefore
Hereafter	Somehow	Thereon
However	Whenever	Thereto
Thereupon	Whereas	Wherefore
Whatever	Wherever	Whereupon

PHRASEOGRAPHY.

82. The student should cultivate the practice of phraseography, or the joining of small words, for without it great proficiency can never be attained. All the common phrases consisting of two or three words should be written with the same facility as an ordinary word form, but nothing is gained by straining after special forms for uncommon phrases, or where the outline requires more than five efforts of the pen. In phrase-writing experience must ever be the supreme teacher, but the following hints will be useful:

(a) At the outset join only short and common words.

(b) The words should make good sense if standing alone, as "I am glad."

(c) The outlines for the words should join easily together.

(d) Avoid phrases which carry the hand away from the line of writing; in other words, aim at *onward movement*.

(e) Pronouns are generally joined to the words they precede, as "I am," "I shall," "You can," "We have."

(f) A qualifying word may be joined to the word it qualifies, as "good men."

(g) The prepositions *to, of, in,* and the conjunction *and,* are generally joined to the words they precede, as "to have," "of which," "in case," "and there."

83. In practicing the following phrases keep steadily in mind that they are given as *examples,* and that you are to make your own phrases on similar lines in your general practice. Study them with a view to noting not only the nature of the joinings, but the nature of the words joined.

GENERAL EXERCISE.

It is
Is it
To do
Today
To be
So as
Of the
To the
To this
In the
On the
Of his
Of their
Of your
And to
And our
And the
And there

Is the
In our
Of our
Of all
Is not
I ask
To ask
You ask
We ask
We are
From the
From you
Which the
Which is
Which can
That the
There is
There are

I am
I can
I was
I have
You have
I would
He would
I will
He will
You can
I told
I trust
Of which
On your
In which
On which
To which
Which would

And have
It was
To you
To have
For it
For the
For this
With the
With this
In reply
Your letter
I enclose
We enclose
I believe
Why have
I think
In such
This thing
These things

There were
There will
May be
Will be
Shall be
Would be
Has been
Have been
Upon which
More than
To keep
All right
All my
All day
In question
In regard
With regard
Short time
I regret

In **this**
In these
In those
In thus
I send
Ought to
First time
When that
The want
And am
And I am
It has been
For this
Please say
Please state
Please let
To credit
You told me
About this

I have been

I send you

I shall send you

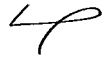
I would like

That question

I am sure

It will not

For the time

Which may be 

When I was

In particular

And which have

In these times

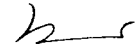
When you have

Would be glad

That is not

It will receive

For this cause

For this month 

What has been

Do you think

In this state

I will allow

There are many

In which you have

I shall not be

On that question

For the purpose

I shall be glad

Which may not be

There will not be

Of our own time

We must give

On the principle

But this is not

In this case

In this instance

In reply would say

OMISSION OF WORDS.

84. Unimportant words may often be omitted where the grammatical construction of the clause or sentence would compel the restoration of the omitted word when transcribing:

In the world

More and more

Here and there

Some of them

Some of those

Ought to know

In the way

Hand in hand

That is to say

At a loss

For the first time

In such a way

In a short time

Week or two

Son-in-law

By and Bye

One or two

One of the best

Ought to have

Ought to be

More or less

One of the most

One of our

On the question

Day or two

In reply to your

Ought to receive

Out of the question

Glad to see

Glad to receive

I would like to know

Do you mean to say

85. The phrase *do not* requires special treatment. This is a very common phrase, and *I do not* is said to be the most common three-word phrase in the language. When *do not* is preceded by a pronoun, write the *dn* sign.

I do not		They do not think	
You do not		I do not know	
They do not		You do not know	
We do not		We do not know	
I do not see		I do not care	
You do not see		You do not care	
We do not see		We do not care	
They do not see		I do not like	
I do not think		You do not like	
You do not think		They do not like	
You do not regard		We do not regard	

---

86. *Don't* may be distinguished from *do not* by writing *don.*

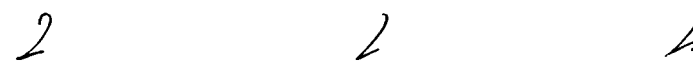
I don't see	I don't think	I don't know	I don't like

SPECIAL BUSINESS PHRASES.

87. In order that the student may begin dictation on easy business letters when he has gone through this lesson, we now present some brief forms for the complimentary beginnings and endings of letters:

Dear Sir Dear Sirs Yours truly Yours respectfully

Yours very truly Very truly Very truly yours



Very respectfully I am in receipt We are in receipt

I am in receipt of your letter I am in receipt of your favor

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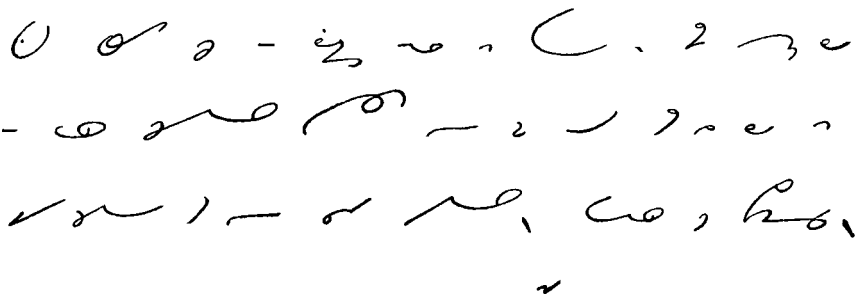
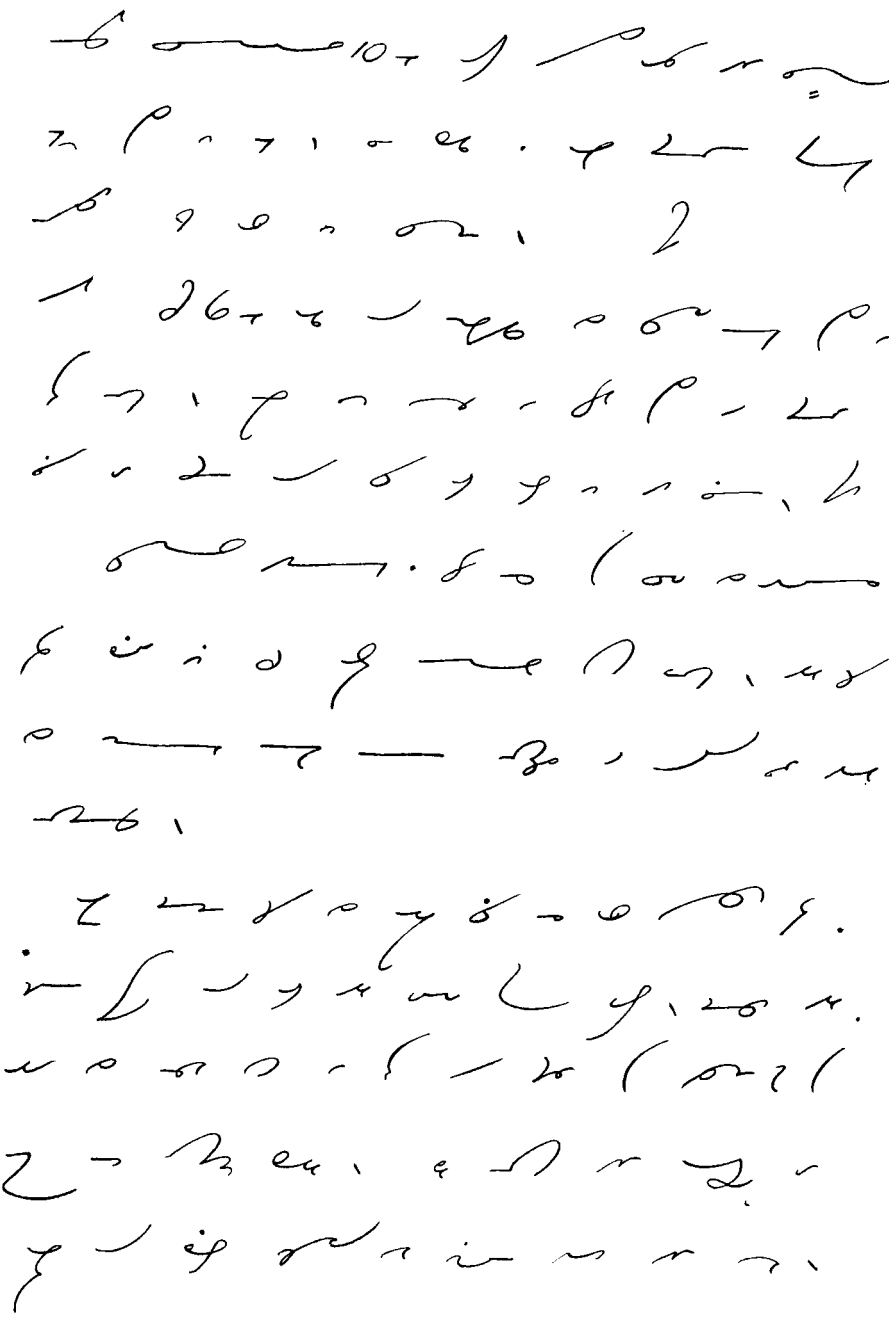
88. READING EXERCISE.





89. WRITING EXERCISE.

Gentlemen:

Why do we not hear from you in regard to your bill. If the goods were not all right, we would like to make them so, and if they were, you should settle for them without delay. Please write us about this matter.

Yours truly,

My Dear Sir:

I am in receipt of your letter of the 10th inst., and have today written to the Eagle Insurance Co. about your insurance. When I receive a reply from them, which will be in a day or two, I shall write you again.

Yours very truly,

Dear Sir:

Your favor of the 6th inst. received, and in reply would say that I do not know much about the business in question. Anybody can get the particulars about it from the head of the firm, and I would therefore refer you to him.

Very truly yours,

I do not like to mention a particular name, but I know that there are many people here and there who say there has been more or less difference on the question. It was said that one of the most important men in this city is hand in hand with the trust in this matter.

Thereupon someone said that nobody had any right to make such a statement beforehand and therefore it was of no value whatever. Somehow it was thought that notwithstanding this the business would forthwith be taken up, but nevertheless new difficulties arose. He was indifferent to the welfare of the republic and hereafter we do not want those who are not true to the cause.

SEVENTH LESSON.

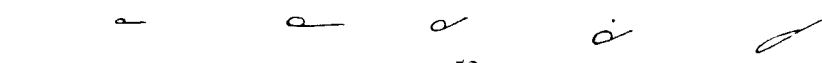
DROPPING TERMINATIONS.

90. Drop the terminations of long words, *i. e.*, write only what may be strictly necessary to suggest the whole word when transcribing. For example, in writing "In reference to your application for examination" it is only necessary to write "In ref to your applic for exam." You can apply this method of abbreviation to nearly all long words, and can adapt it to your own peculiar requirements—to the phraseology to which you are accustomed, whether medical, legal, scientific, literary or commercial. This simple rule—a result of the insertion of the vowels—enables us to obtain great brevity without resorting to arbitrary contractions and hundreds of rules with their exasperating "exceptions." The principle is a perfectly natural one, and is already used in longhand to a great extent, as "Rev." for "Reverend," "ref" for "reference."

OMISSION OF CONSONANTS.

91. The letter R may be indicated before N, M and T, D by reversing the circle or loop.

earn arm art heart yard

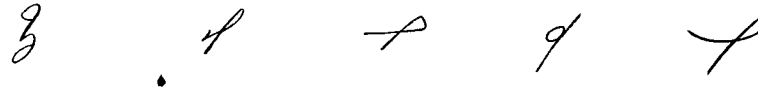


92. This rule also applies when the vowel is preceded by P or B, and followed by N, M, T, D.

part spared depart barn bird

93. Omit R in *arch* and *arge*.

archway starch march charge large



94. In many words R may be omitted on general principles.

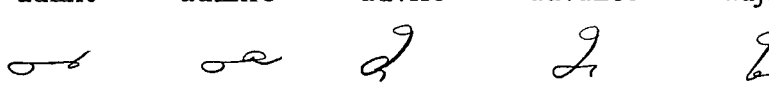
certain serve sur face firm reverse

95. At the beginning of words *war, wor* may be represented by *waw* and *wu* respectively.

war warn ward worth worthy

96. Omit D when it immediately precedes M, V or J.

admit admire advise advance adjoin



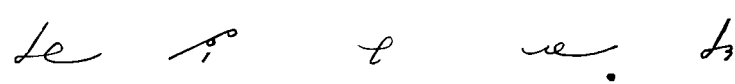
97. When slightly enunciated, T and D may be omitted at the end of a word.

fact best defect mind bold

OMISSION OF VOWELS.

98. Omit the minor or unaccented vowel where two vowels, not forming a pure diphthong, come together.

genial deity ratio royal genius



99. In the body of a word, short *u* and *ow* are omitted before N and M.

some come run round found

100. Any vowel may be omitted in the body of a word where its insertion decreases the speed of execution, and its omission does not detract from the legibility of the outline.

maker drop supply skill dinner

GENERAL RULES.

101. In a few monosyllables the marks which distinguish the shades of vowel sound should always be written.

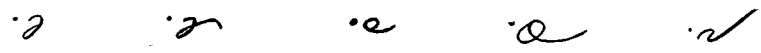
Ah! eh awe owe,oh!

102. In a few monosyllables it is advisable to indicate the aspirate.

who hue hoe hay high

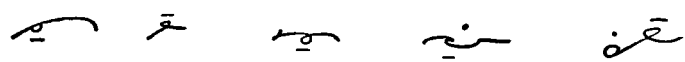
103. When W is preceded by A, and followed by a vowel, the A may be indicated by a dot placed close to W.

away awake aware awhile award



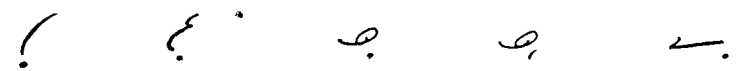
104. In the body of a word it is sometimes more convenient to indicate W by a horizontal dash placed over or under the vowel, but this dash may generally be discarded in practical writing.

twig twin squeak quorum hardware

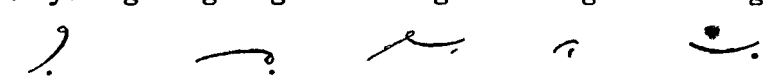


105. The affix *ing*, or *thing*, is indicated by placing a dot beneath, or close to, the preceding letter; the plural is indicated by placing the sign for *s* in the same position.

being speaking writing writings something



everything giving dealings things willing



106. The affix *ly* is expressed by the small circle.

only calmly early barely gently

PUNCTUATION, ETC.

107. The period, or full stop is denoted by \, the end of a paragraph by >, and the dash by =. A quotation from a foreign language should have a waved line under it. Capitals and proper names may be indicated by the two short dashes under the outline. The parenthesis may be indicated by the ordinary marks, but with a short dash through them.

FIGURES, ETC.

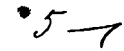
108. Dollars is indicated by *d*; hundred by *n* placed under the figure; thousand by *th*; million by *m* placed close to the figure; pounds (weight or money) by *p*.

$5. 500. $500. 5000 $5000

500,000 $500,000 5,000,000 $5,000,000

5 lbs. (or £5) 500 lbs. (or £500) £5000 £500,000

£5,000,000



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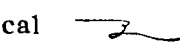
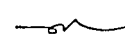
109. GENERAL EXERCISE.

Heard Judicial Physical

Hard Nature Musical 

Arduous
Mutual 
Massacre

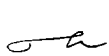
Harmony
Betray
Anguish

Bard
Bequeath
Sanguine

Barter
Belong
Passage

Partition
Behave
Message

Apart
Debar
Sugar

Administer 
Deplore
Practice

Advocate
Earnest
Quite

Adjust
Finest
Quiet

Adjudge
Run
Attract

Archbishop
Front
Occur

Margin
Blunt
Currency

Ascertain
Down
Apathy

Service
Frown
Sympathy

Survey
Brown
Itinerant

Survive
Around
Error

Affirm
Ground
Facile

Sort
Revert
Equivalent

Theatre
Perverse
Learn

Last		Struck		Beware	
Chiefly		Courage		Persuasion	
Amply		Turn		Buoyant	
Lately		Ethical		Pliant	
Figure		Depression		Waiting	
Secure		Await		Aiming	
Residence		Awoke		Anything	
President		Warm		Nothing	
Foundation		Stairway		Railings	
Allowances		Dwell		Meanings	
Equal		Queer		Charming	

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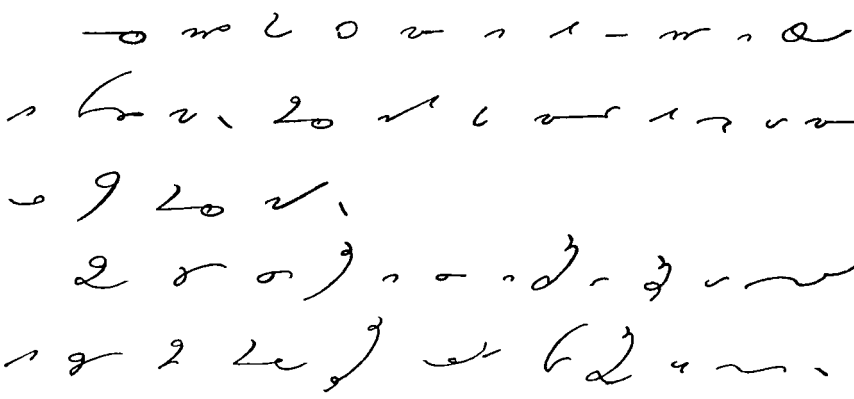
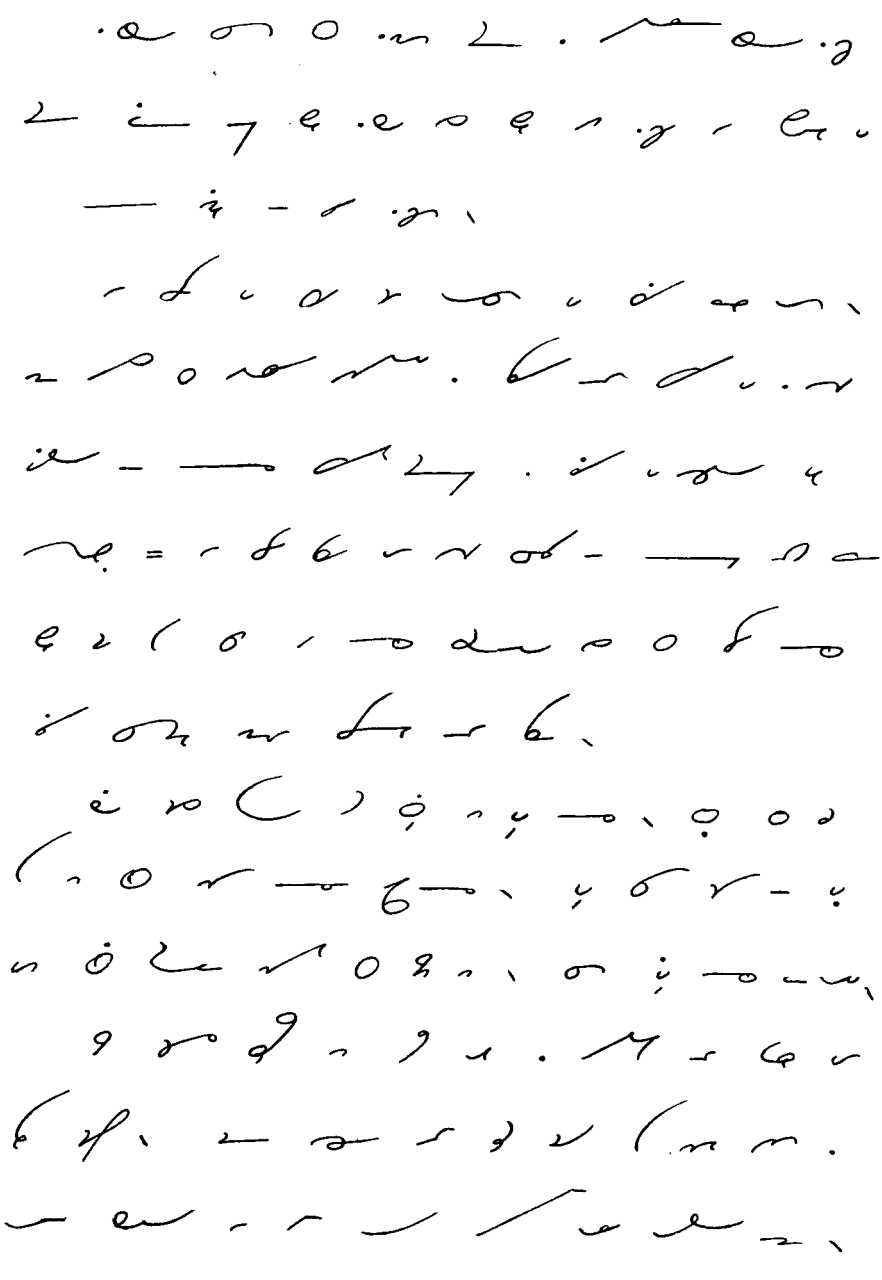
110. READING EXERCISE.





111. WRITING EXERCISE.

My worthy friend, I warn you it is not worth your while to begin war. If my words show warmth it is because of the warm regard I have for my ward.

I feel certain I can serve you when you survey the surface of the ground to ascertain if the former service rendered by the surveyor was correct.

A while ago I awoke from a dream while away from home, in which I was aware that I was to await the appearance of a man who was not yet awake.

The bane of art is the lack of hard, earnest work. One day I tried to draw a bird in the yard of a country hotel, not many yards from which a herd of cattle was grazing—the particular part of the country I need not mention in this yarn. I was so put out at my failure that I beat my head against one of the beams in the barn.

Here is that bill for hay you owe me. Ah! I see by your eyé you do not mean to pay me. Oh! I do not stand in awe of your high flown words, I assure you. I can hoe my own row.

I shall certainly advise you if there is a drop in the price of the best starch. Some came at the first sound, but others took a run around the town and did not return until noon.

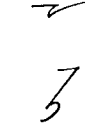
EIGHTH LESSON

JOINED PREFIXES

112. A large number of the words of the language begin with prefixes derived from the Latin and Greek, and for these, and other common beginnings of words, special contractions are provided. As *after* is represented by *af* in the list of word-signs, you will have no difficulty in using it as a prefix, or in reading *af-noon* as *afternoon*. It is also an easy matter to extend the application of *aw*—the word-sign for *all*—to *al, or* at the beginning of words; and it is quite natural to use *f*—which represents *for* as a word sign—to represent *for, fore* as a prefixal contraction. It is desirable to notice that the sign *f*, when used as a prefix, is always followed by another *consonant*, and there is, therefore, no difficulty in deciding whether it is used as a prefix, or simply as the letter *f*. This also applies to some of the other prefixes.

113. The following is a complete list of the joined prefixes with examples for practice.

AFTER		**AL, OR**	
Afternoon		Almost	
Afterthought		Ordinary	

UL		**EX**	
Ultimate		Exceed	
Ulterior		Expel	
COM, CON, COUN		**FOR-E, FUR**	
Comply		Forgive	
Continue		Foretell	
County		Furnish	
EM, IM		**OUT**	
Emblem		Outcast	
Impress		Outset	
Impart		**PER, PRO**	
EN, IN, UN		Permit	
Enlarge		Profound	
Instance		**SUB**	
Unjust		Subdue	

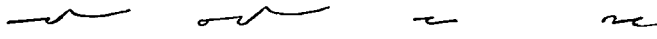
POSITIVE AND NEGATIVE WORDS.

114. There is a most important limitation to the use of the prefixes *En, In. Un,* and *Em, Im.* They are only used when a *consonant* follows the prefix, as, *impress* for

impress, 'ndow for *endow,* but when a vowel follows *En, In, Un,* or *Em, Im,* the initial vowel is always inserted. This is absolutely necessary in order to make a clear distinction between the positive and negative forms of certain words.

material immaterial moderate immoderate

mortal immortal known unknown



115. GENERAL EXERCISE.

Aftertimes	Commission	Impoverish
Also	Communicate	Enrich
Although	Consist	Entrance
Altogether	Condemn	Enthusiasm
Organ	Contemplate	Invite
Ornament	Confound	Intemperate
Ultimatum	Counsel	Unkind
Ult. (ultimo)	Convince	Unload
Compel	Emperor	Excess
Common	Embers	Excel
Compassion	Impartial	Experience

Examination		Further		Persist	
Foreground		Furniture		Profess	
Forfeit		Outfit		Submit	
Fortune		Outstanding		Sublime	
Foresight		Outcome		Subsidy	
Furnace		Pernicious		Unnecessary	

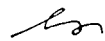
COMPOUND JOINED PREFIXES

116. Two or more simple prefixes may be joined to form compounds.

*Imper*fect		*Uninit*iated	
*Imper*ceptible		*Inex*perience	
*Unpro*fessional		*Un*excelled	
*Unpro*vided		*Insub*ordinate	
*Incon*testable		*Inform*	
*Uncon*demned		*Con*form	
*Uncon*querable		*Perform*	
*Unaccom*plished		*Unfor*tunate	
*Unaccoun*ted		*Unfore*seen	
*Unim*paired		*Unfur*nished	

IRREGULAR COMPOUNDS.

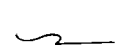
117. A few compounds may be formed by joining the prefix to *dis, mis, non* or *r*:

*Discon*nect 

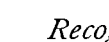
Discount

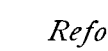
*Miscom*pute

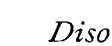
*Miscon*duct

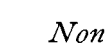
*Recom*mend 

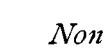
*Recon*cile

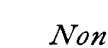
*Recog*nize 

*Refor*mation 

*Disor*der 

*Noncon*tent 

*Noncom*mittal 

*Noncon*formist 

REPORTING CONTRACTIONS.

118. The following are useful contractions under rules given in previous lessons:

expect	explain	exercise	order	subject

effort	probable	consider-ation	already

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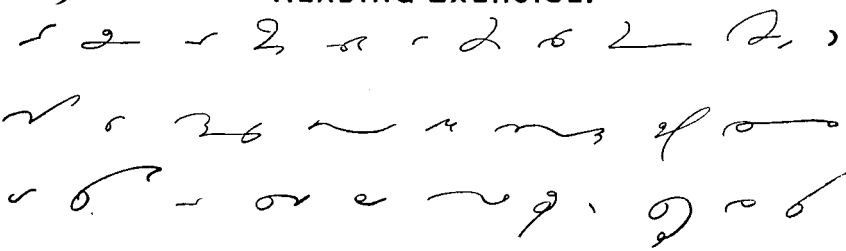
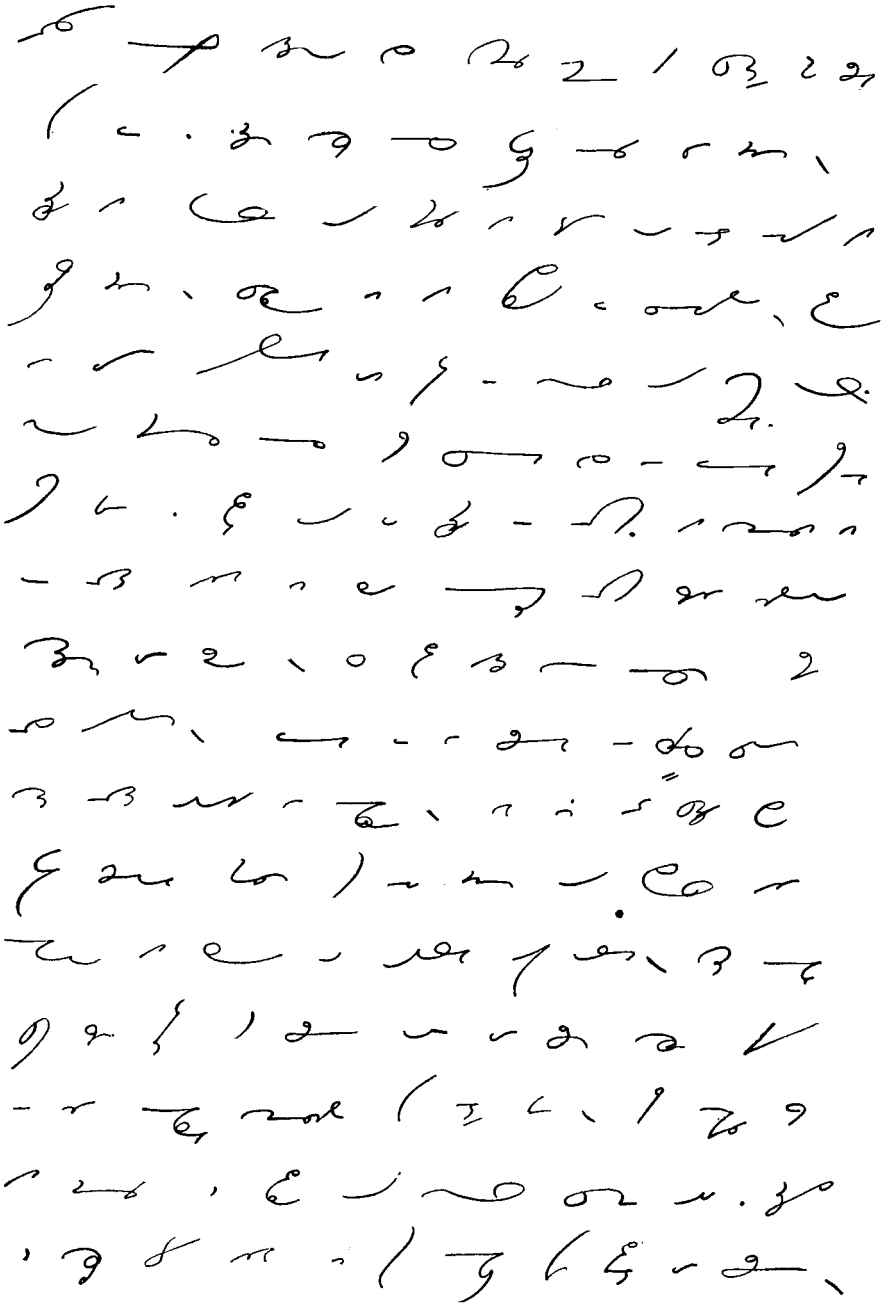
119 READING EXERCISE.





WRITING EXERCISE.

120. At the examination in the afternoon, notwithstanding the fact that the foreman defended his conduct with consummate skill, it was conclusively established that many of the items in the account were greatly exaggerated. I confess I did not at that time manage to secure that definite information which I considered so essential, but on a subsequent occasion my perseverance met with success. Foresight to plan and fortitude to sustain are necessary in order to achieve permanent success.

I counsel you to abandon all immoderation. Explain the ordinary details of your subject in clear, convincing language. You will forgive me if I mention that in almost every instance you have shown an exceptional want of foresight in endeavoring to communicate your own enthusiasm to those who were manifestly indifferent as to the ulterior consequences of the exercise. I expect to see them make an effort in that direction.

Almost all the examinations in China attract considerable enthusiasm throughout the Empire. Those who at the outset appear probable winners frequently have no success, and apply to the Emperor to allow their entrance to be renewed. This is impossible, however, as the subjects for examination are not of the exact kind which would in other impartial communities be insisted upon. Each competitor has to submit his experience and claims again although a subsidy is occasionally paid to those who have been impoverished by the expenses of the examination.

NINTH LESSON.

DISJOINED PREFIXES.

121 The great law of analogy, which is one of the ruling elements of the system throughout, has prevailed in the selection and arrangement of the disjoined prefixes. They are not formed on an arbitrary basis, but are in complete and logical harmony with preceding principles. The joined prefix *Con*, when disjoined, expresses *Contra*, and *Cons*, when disjoined, expresses *Constra*; the joined prefix *Ex*, when disjoined, expresses *Extra*; the joined prefix *In*, when disjoined, expresses *Intro*, etc., and *Ins*, when disjoined, expresses *Instru*; the letter *R*—which represents *Re* in *Recom*,—when disjoined, expresses *Retra*, and *Res*, when disjoined, expresses *Restra*; the letter *D*, when disjoined, expresses *Detra*, and *Dis*, when disjoined, expresses *Distra*. *In each of these instances the disjunction indicates "tr" and a vowel; the vowel may vary, but that is all.* With two exceptions, the other disjoined prefixes are represented by their initial letter, and this renders the task of memorizing them comparatively easy.

122. As it is somewhat objectionable to lift the pen in writing a word unless there is a very distinct gain in brevity of outline, the disjoined prefixes are only used for lengthy prefixes of comparatively infrequent occurrence. When they do occur they are of immense utility, and en-

able the writer by a couple of strokes of the pen to effectively represent some of the longest words in the language. It will be found that these forms, when they occur in connected matter, are very distinctive and can be read at sight however carelessly they may be written. When once mastered, the outlines for such words as *magnificent, superabundant, control, circumstance,* can never be misread.

CONTRA, I, O (or *Counter*)

Contract

Contribution

Control

Counteract

CONSTRA, U

Constraint

Construct

Construction

EXTRA, E, I (or *Exter*)

Extravagant

Extreme

Extricate

Exterminate

INTRO, ENTER, INTER (or *Intel*)

Introduce

Enterprise

Intervene

Intelligent

INSTRU

Instruct

RETRA, I, O

Retract

Retribution

Retrograde

RESTRA, I

Restraint

Restrict

DETRA, I

Detract

Detriment

DISTRA, E, I, U

Distract

Distress

Distribution

Distrust

ELECTRI, O

Electricity

Electrotype

SUPER. SUPRE

Superfine

Supreme

ANTA, E, I, IS.

Antagonist

Antecedent

Antidote

Anticipate

CIRCU-M or SELF

Circulation

Circumstance

Selfish

Self-evident

MAGNA, E, I

Magnanimous

Magnet

Magnificent

MULTI

Multitude

Multiform

OVER

Overdue

Overthrow

PARA

Paradox

Paramount

Parallel

SHORT		**TRANS**	
Shorthand		Transact	
Shortlived		Transcend	
SUSPI, E, SUSCEP		**UNDER**	
Suspicion		Underlie	
Suspense		Undertook	
Susceptible		Understand	

---

123. **GENERAL EXERCISE.**

Contradict		Extradition	
Contraband		Extraordinary	
Contrary		External	
Contrast		Entertain	
Contravene		Interest	
Contrivance		International	
Counterpart		Interpret	
Constrain		Interview	
Constructive		Interchange	

Intromit

Intelligence

Intelligible

Intellect

Instruction

Instrument

Retrieve

Retrogression

Retrospect

Restrain

Restriction

Detrition

Destrain

Destruction

Electrocute

Electrician

Superannuation

Superabundant

Supercilious

Superficial

Superfluous

Supernatural

Superior

Superintend

Antedate

Antipathy

Antediluvian

Circuit

Self-conscious

Self-esteem

Self-sufficient

Circumference

Magnate

Magnetism

Multiply

Paralysis

Paragraph

Overtake

Overstate		Transparent	
Overlook		Transfer	
Overdue		Transmit	
Overcome		Translation	
Overestimate		Transverse	
Shortsighted		Transcript	
Suspect		Undertake	
Suspend		Undertone	
Susceptive		Underground	

COMPOUND DISJOINED PREFIXES.

124. Valuable compounds may be obtained by prefixing *in*, *un* or *r* to some of the preceding

Uncontrolled		Untransacted	
Uncontrovertible		Untransposed	
Uncontradicted		Untransparent	
Inextricable		Untranslatable	
Uninteresting		Untransferable	
Unintelligent		Reconstruct	
Unintellectual		Uninstructed	

Unretracted		Unrestrained	
Insuperable		Unrestricted	
Insuppressible		Unsuspected	
Unselfish		Redistribution	
Unparalleled		Unsuspicious	

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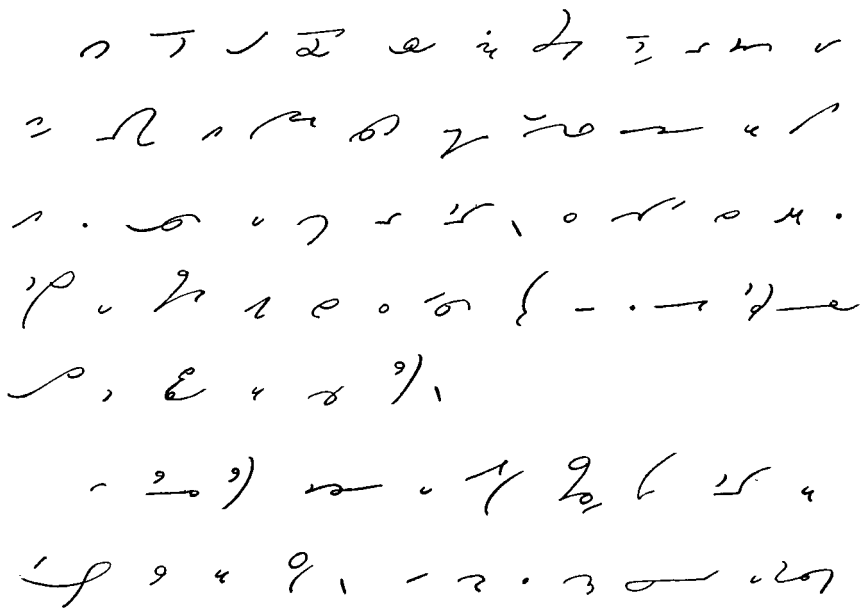
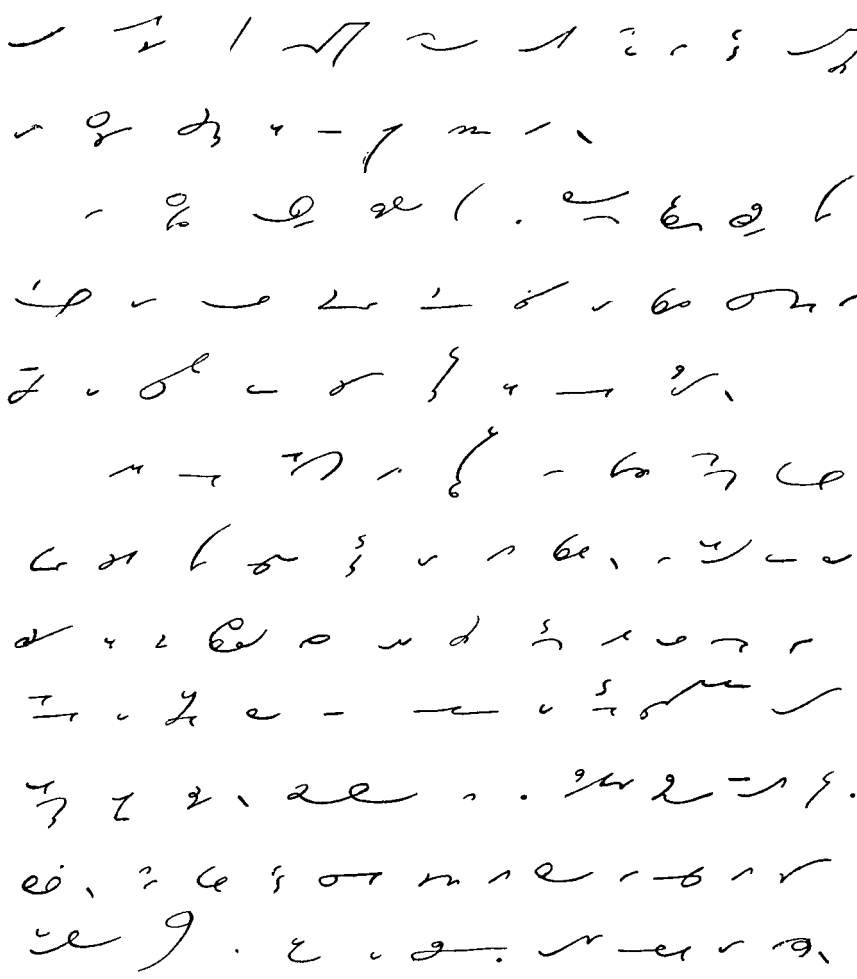
125. The prefixal forms may be used to represent the words *extra, enter, over, under,* the next word being placed beneath.

126. **READING EXERCISE.**





WRITING EXERCISE.

127. This magnificent and multifarious writer, who was very much interested in the success of the undertaking, endeavored to demonstrate that this unfortunate retrograde movement was due to a lack of confidence in the superintendent. He contended that there was a superabundance of evidence to show that he transacted business in a most

superficial manner and that his expenditure was quite extravagant.

The extremely extravagant scheme of distribution advocated by the superintendent was shortlived as was anticipated. It caused a considerable amount of friction and distrust, which could not be controlled, and which under all the circumstances, and in view of the antecedent facts, was not to be wondered at.

The antipathy lighted, as it were, by an electric spark, excited by the circulation of the letter from the supreme head of the party against the interchange of ideas on certain subjects was most extraordinary.

It was most instructive to observe the peculiar construction placed upon the situation by the natural suspicions of the two parties. The restraint on either side was so apparent that, though few suspected its real cause, the instruments of offense were, in a moment of suspense, withdrawn and the restrictions thereupon ceased.

We will allow you an extra discount if you will enter into such an arrangement. Under the present circumstances I must ask you to allow the matter to stand over until I have an opportunity of examining into the merits of the case.

TENTH LESSON.

JOINED AFFIXES.

128. Very little explanation is necessary in respect to this lesson, as it is the simplest section in the entire system. In the terminations *Ful*, *Less*, *Ment*, *Ness*, *Self*, the first letter indicates the syllable which is to follow. For example, in writing *amusement* it is only necessary to write *amuse,m* —the *m* indicates the syllable. These affixes are very convenient and, at the same time, very legible as, owing to the insertion of the vowels, the letter which denotes the affix can only be read as an affix sign. Particular attention should be paid to *Pose* and *Position* as they are useful in actual work for making a clear distinction between *Proposal* and *Proposition* and other words of a similar character. You should get into the the habit of indicating the plural of *Tion*, *Sion;* always add the *S* to the affix sign in *actions*, *decisions* and similar words.

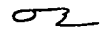
BLE		**LESS**	
Audible		Hopeless	
Terrible		Artless	
FUL		**LY**	
Bashful		Barely	
Thoughtful		Calmly	

ALLY, ILY

Formally

Readily

MENT

Amusement 

Argument

NESS

Dulness

Sadness

POSE

Impose

Propose

POSITION

Imposition

Proposition

SELF

Himself

Yourself

SELVES

Themselves

Ourselves

SION, TION

Decision

Formation

---

129. **GENERAL EXERCISE.**

Eatable

Affable

Humble

Readable

Seasonable

Plausible

Awful

Lawful

Careful

Wonderful

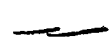
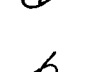
Aimless

Careless

Homeless

Breathless

Fearless

Nameless		Moment		Supposition	
Early		Defacement		Deposition	
Gently		Parchment		Disposition	
Dimly		Ailment		Composition	
Amply		Movement		Myself	
Basely		Attachment		Ourselves	
Lonely		Bareness		Yourselves	
Chiefly		Fairness		Nation	
Cheaply		Lowness		Notion	
Grimly		Lateness		Option	
Lately		Rudeness		Section	
Prettily		Deafness		Fashion	
Shabbily		Expose		Oration	
Happily		Oppose		Omission	
Merrily		Suppose		Station	
Steadily		Dispose		Relation	
Totally		Compose		Hesitation	
Morally		Exposition		Separation	
Finally		Opposition		Temptation	

COMPOUND JOINED AFFIXES.

130. The immense power obtained by the careful selection of signs for the simple affixes is only understood when you come to deal with the compounds. They are simple, and their utility is really extraordinary. Take *Lessness,* for instance. The *L* stands for *Less,* and *N* for *Ness*; joined together they represent *Lessness* as in *breathlessness, hopelessness, thoughtlessness.* And it should be remembered that the fact that there is no vowel between the consonants clearly indicates that the letters represent a compound.

---

131. GENERAL EXERCISE.

Affableness

Feebleness

Hopefulness

Thoughtfulness

Playfulness

Hopefully

Thoughtfully

Playfully

Joyfully

Heedlessness

Thoughtlessness

Fearlessness

Breathlessness

Hopelessness

Aimlessly

Fearlessly

Heedlessly

Thoughtlessly

Recklessly

Hopelessly

Actionable

Fashionable

DISJOINED AFFIXES.

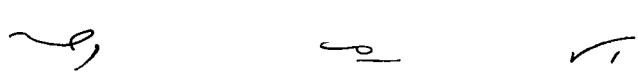
132. ING, THING; INGLY; INGTON. As explained in paragraph 105, the affix *ing,thing* is expressed by a dot, and the plural by writing the sign for *S* in the same position. To express *ingly* we write the affix *ly* in the *ing* position; and *ington* may be expressed by disjoining the sign for *tn* and placing it close to the preceding character.

feeling feelings feelingly Washington

133. FICATION; MENTAL, MENTALITY; SHIP. The letter *f* disjoined and placed close to the preceding character expresses *fication;* the letter *M* disjoined expresses *mental or mentality;* the sign for *sh* disjoined expresses *ship.*

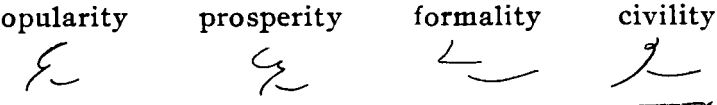
specification fundamental friendship

classification ornamental steamship



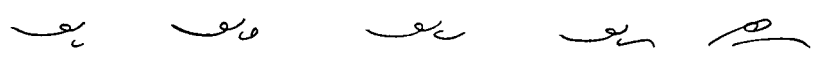
134. ARITY, ERITY, ALITY, ILITY. The letter *R* disjoined. and placed close to the preceding character, expresses *arity, erity,* etc., and *L* in the same position expresses *ality, ility.*

popularity prosperity formality civility



135. OGRAPH, ETC., GRAM. The letter *O* disjoined expresses *ograph;* and *ographer, ographic, ography* may be expressed by adding the additional letters. The letter *G* expresses *gram* when disjoined.

lithograph lithography lithographer lithographic diagram



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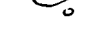
136. GENERAL EXERCISE.

Willingly		Millington	
Knowingly		Kensington	
Pleadingly		Harrington	
Strikingly		Codification	
Meaningly		Qualification	
Smilingly		Edification	
Appalingly		Ratification	
Soothingly		Gratification	
Warningly		Signification	
Cheeringly		Modification	
Grudgingly		Mortification	
Remington		Amplification	
Wellington		Frutification	

Identification

Certification

Jollification

Sentimental

Experimental

Sacramental

Monumental

Hardship

Clerkship

Apprenticeship

Township

Partnership

Steamship

Worship

Majority

Minority

Singularity

Ability

Nationality

Morality

Brutality

Criminality

Similarity

Photograph

Photographer

Photographic

Phonograph

Stenograph

Stenographer

Autograph

Biography

Phraseography

Mimeograph

Geography

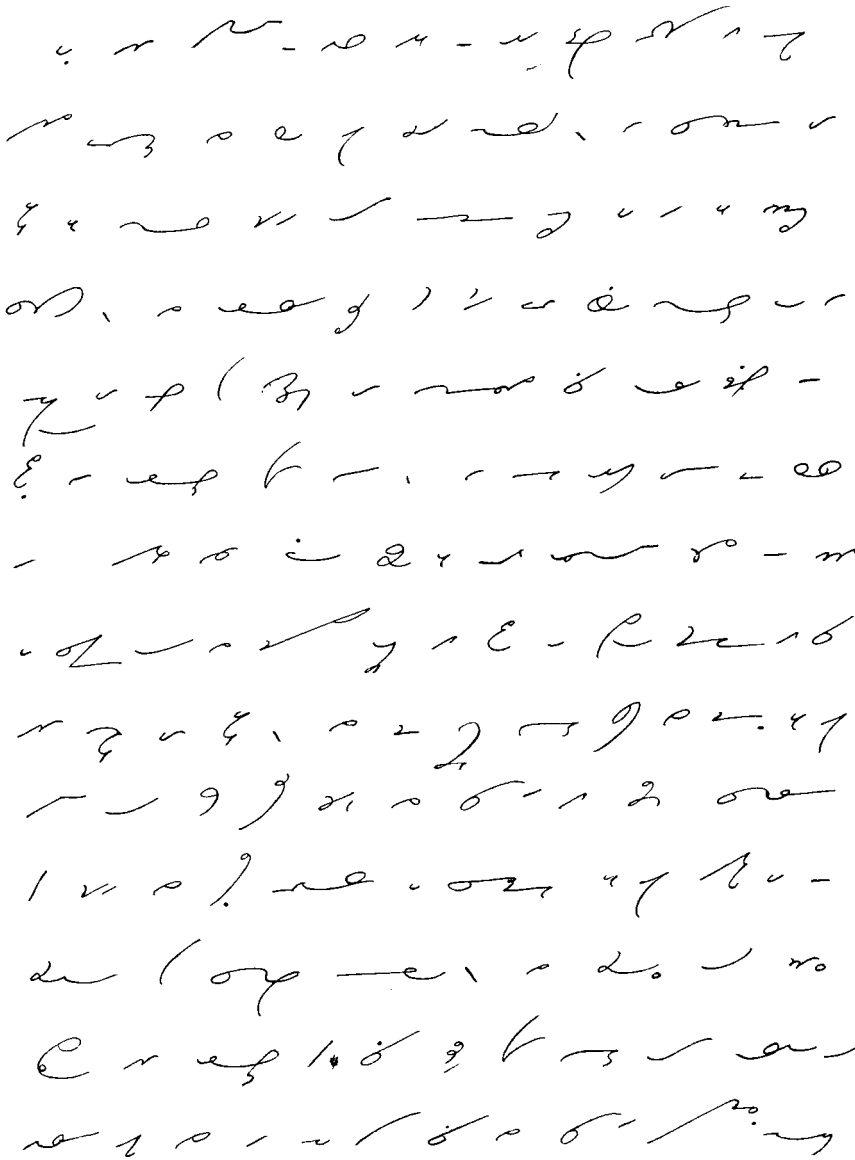
Monogram

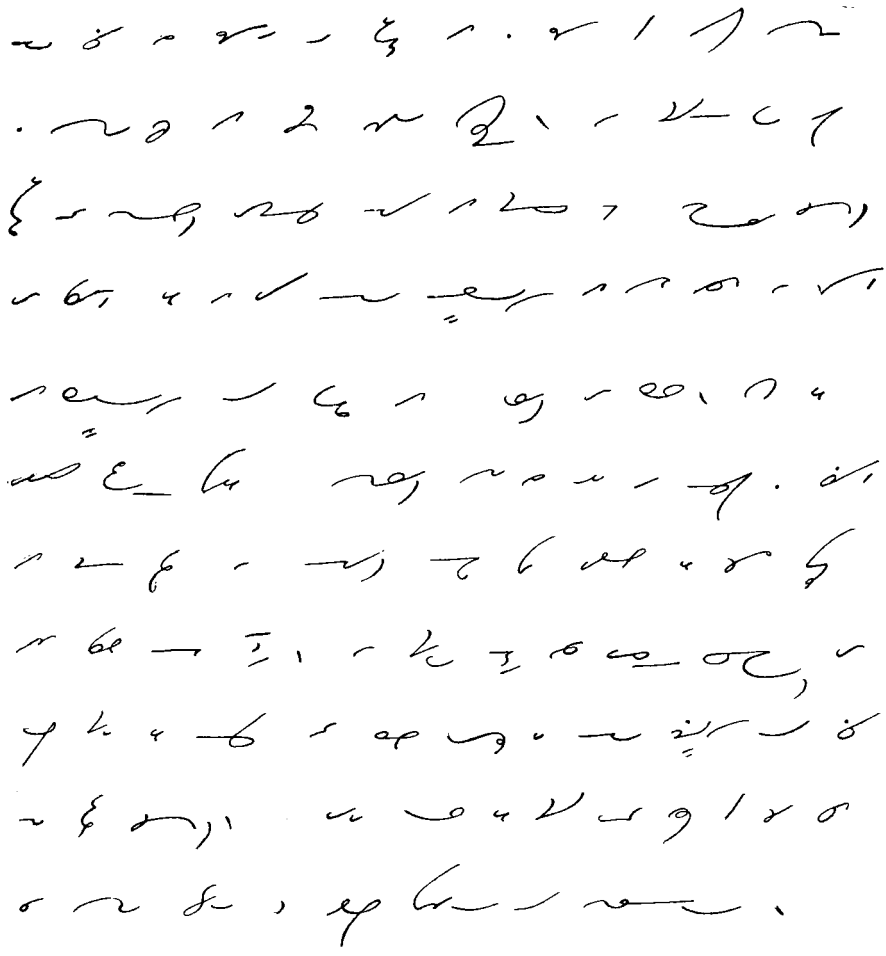
Phraseogram

Anagram

Epigram

137. READING EXERCISE.





WRITING EXERCISE.

138. Owing to the dulness of trade it was not thought seasonable at this time to impose a duty, on goods that were to be sent inland. The argument of the opposition was clearly stated and the movement in favor of it was

wonderfully active. They relied chiefly for support on the higher classes or the nobility of the nation, but this section of the community had little hesitation in exposing the relations between them. The most thoughtful of them soon arrived at a decision that the whole affair was in its recklessness certainly not worthy of attachment and they steadily refused to express their ability for a moment to add to the composition of the opposition. They soon convinced themselves, however that something was to be done, and after several sittings they attempted to effect an agreement which stated that everything in the line of amusements was to be disposed of in a fearless but agreeable manner. They feelingly and soothingly appealed to the relations which had existed between themselves and the latter and tried to show that at no time had they attempted to do anything unlawful nor had they extended their operations to an extent which would have gone a great way to effect utter defacement. The fundamental principle to be observed in the classification of this matter, in order to formally insure a complete signification of the partnership, was to order Mr. Millington to at once take the steamship to Arlington, and proceed to a ratification of the arrangement. This was totally experimental, but it was a gratification to know, that though it might be a hardship to some people, the modification imposed by the alteration was certainly beneficial to the parties most interested. The photographer insisted that the ornamental amplification of the original photograph was made at the earnest request of Mr. Huntington, and had no special signification. An autograph letter was found on the thief which set out with great particularity his terrible brutality and criminality.

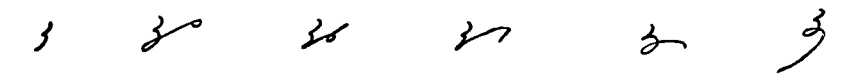
ELEVENTH LESSON.

ANALOGICAL ABBREVIATION.

139. It is very desirable that you should acquire a habit of dealing with similar beginnings and endings of words, applying to small classes of words, in an analogous and harmonious manner. The following illustrations should be carefully studied and practiced.

FIR: first firm affirm infirm confirm

SUBS: subsidy substitute substantial subsequent subserve

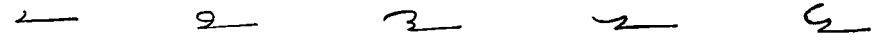


SURF, SURV: surface survey survive surfeit

SURE: assure reassure treasure measure leisure

JURE: injure adjure perjure conjure

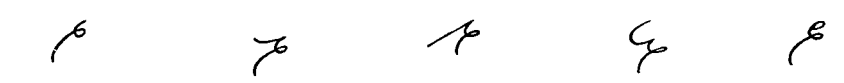
SUME: assume consume resume presume



QUIRE: acquire require inquire

CEIVE: receive deceive conceive perceive

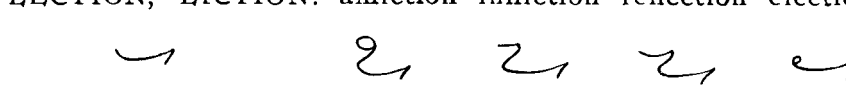
CEPTION: reception deception perception exception



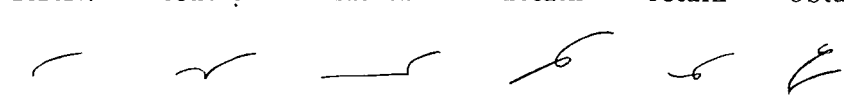
PECT: aspect inspect prospect circumspect expect

FLECT, FLICT: afflict inflict reflect conflict

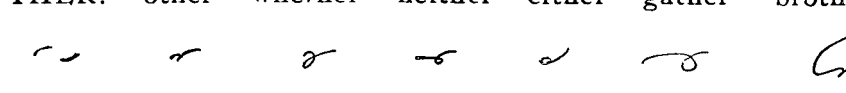
LECTION, LICTION: affliction infliction reflection election



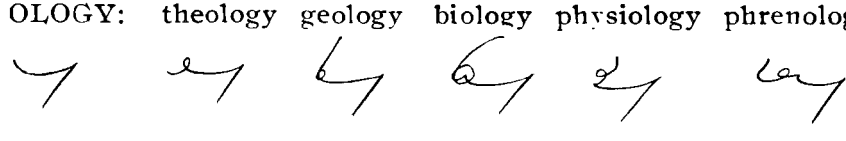
TAIN: contain maintain detain retain obtain



THER: other whether neither either gather brother



OLOGY: theology geology biology physiology phrenology



VERSE: perverse reverse converse inverse transverse

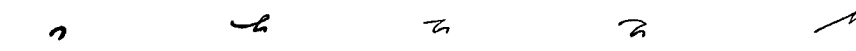
SCRIBE: describe transcribe inscribe prescribe

SCRIPTION: description transcription inscription prescription

SIGN: design resign consign assign

WARD: reward inward forward afterwards awkward towards

ULT: result insult consult desultory



OMISSION OF WORDS.

140. OF THE.—Omit the phrase *of the,* and indicate the omission by writing the words which it connects close together.

education of the people success of the movement

judgment of the majority yours of the 5th inst

141. TO.—Omit *to* after the words *able, respect, regard, reference, order, glad.*

able to write

in respect to the

with respect to the

in regard to this

with regard to this

in reference to the

with reference to the

in order to see

in order to prepare

in order to judge

glad to see

glad to know

142. FROM-TO.—Omit *from* and *to* in such phrases as *from time to time.*

from time to time

from hour to hour

from day to day

from week to week

143. AFTER.—Omit *after* in such phrases as *day after day*, but do not join the words.

time after time

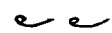
hour after hour

day after day

week after week

month after month

year after year



GENERAL RULES.

144. The affix *ing* and a following *the*, *his*, *their*, *and*, may be indicated by writing the word-sign in the *ing* position.

doing the

doing his

doing their

giving the

giving their

knowing the

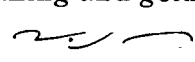
knowing their

having the

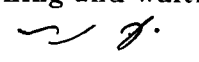
having their

trying his

coming and going

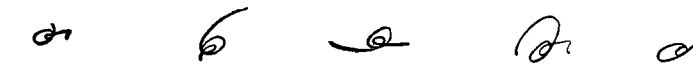


working and waiting



145. It is sometimes desirable to distinguish between such words as *signs* and *science*, *buys* and *bias*, and this may be done by placing a small circle inside the large one to indicate *Ia*, *Ie*, *Io*.

science bias lion defiance via



alliance fiat dial diameter

146. Per cent. may be expressed by placing *S beneath* the figure, and *cents* by *S above* the figure.

five per cent five cents.

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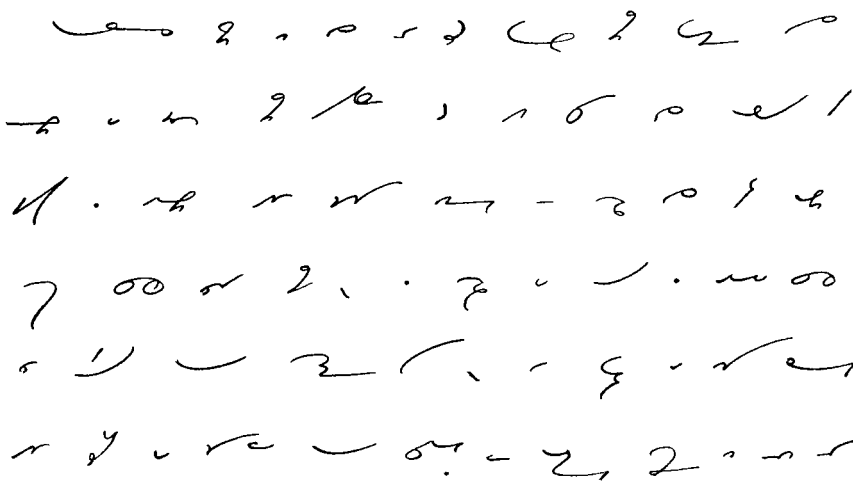
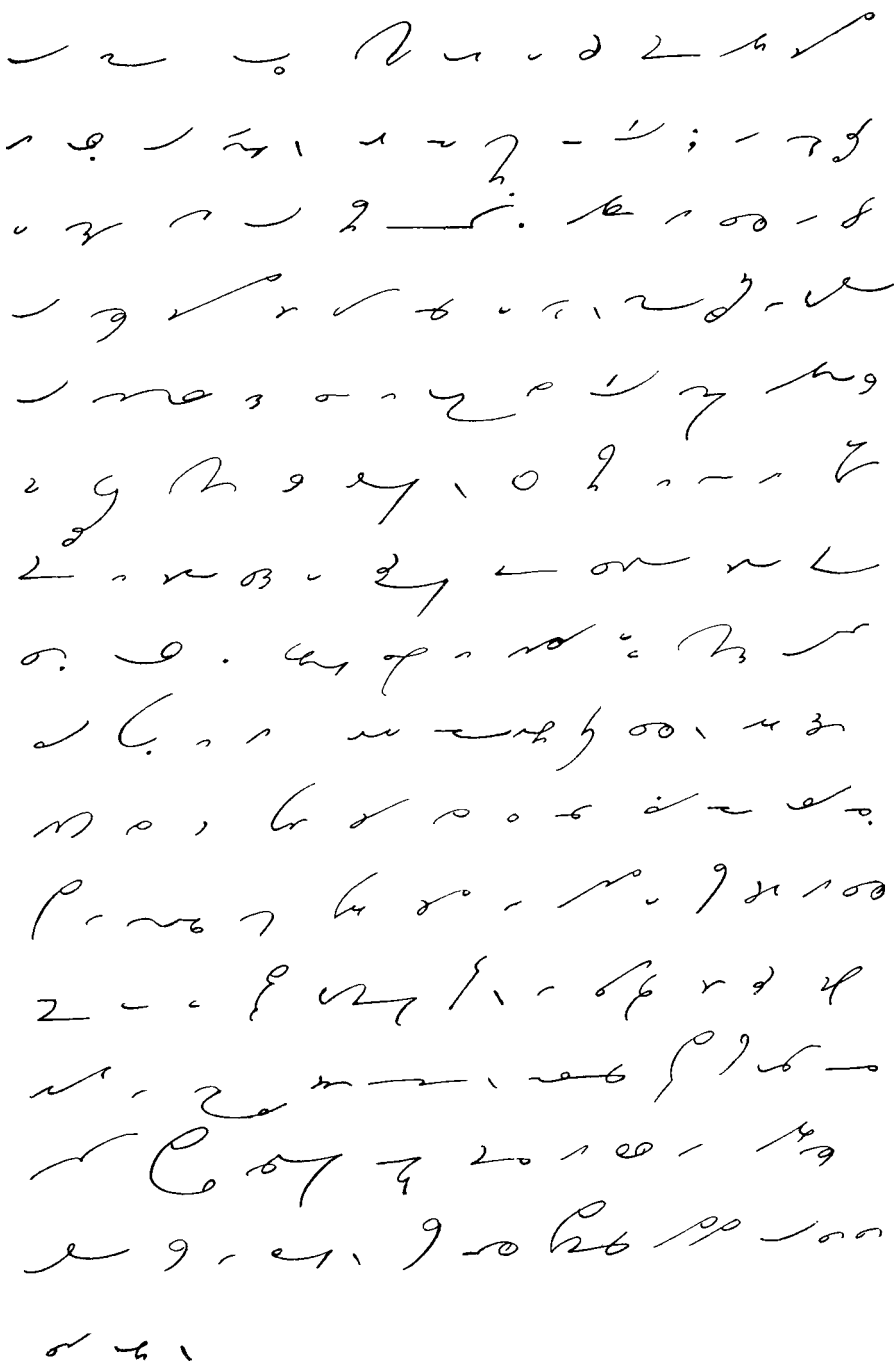
147. READING EXERCISE.





WRITING EXERCISE.

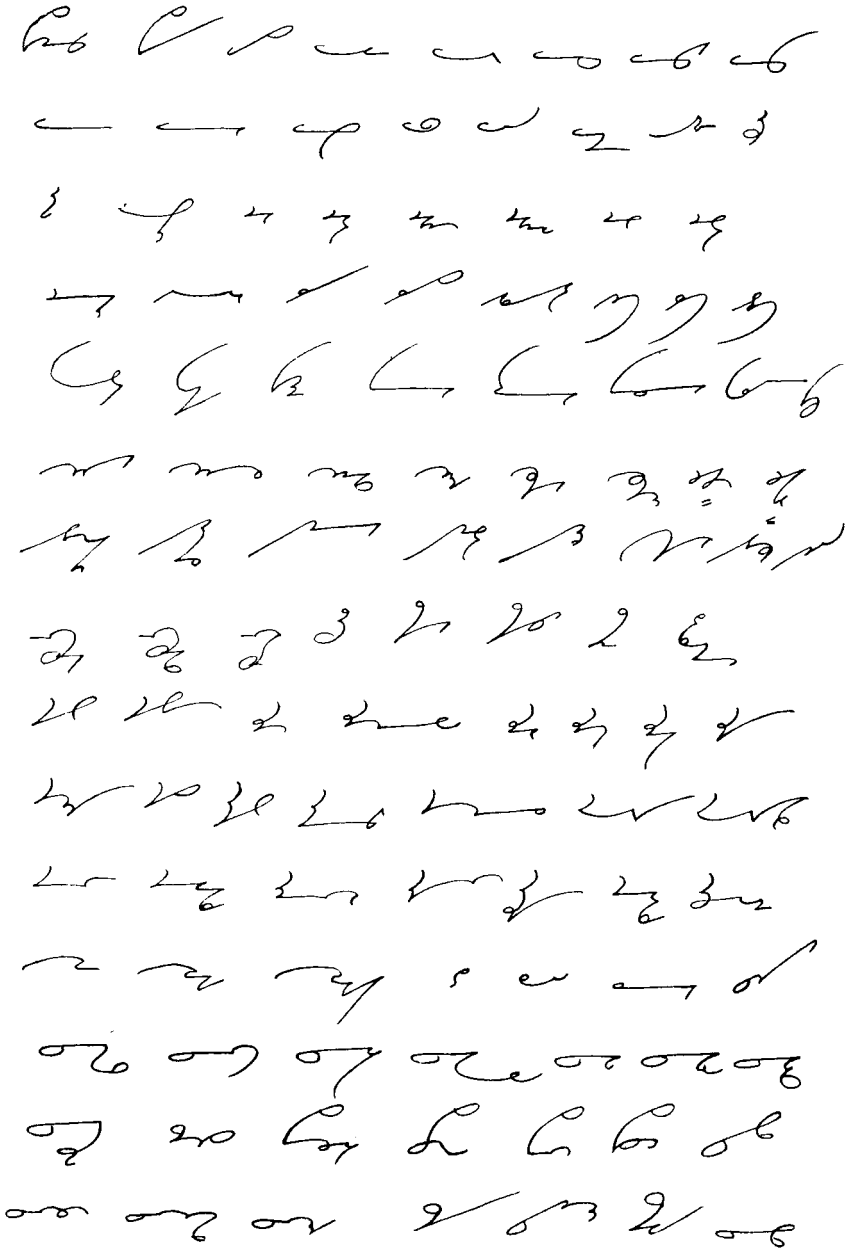
148. Let me assure you that in the first place, if you presume to any measure of success, if your design is to attain that reward which should be a treasure to the student, you must not conceive that such result can be acquired without effort. A conception of and a thorough acquaintance with shorthand will consume time. The prospect of ultimate election to the office of stenographer will, I trust, on reflection confirm you in your intention, and you will willingly devote hours of far from desultory study to writing and transcription. There is no conjuring in shorthand; it consists chiefly of constant attention, and if you maintain a design to acquire it, particular and careful study is the ordinary nature of things. You will survive the ordeal and congratulate yourself when you reflect that shorthand cannot be described as so perversely difficult as theology. I adjure you then to obtain from your storehouse of physiology some actual strength, which will, acting like a prescription, enable you to tide over all difficulties, and in the end bring you to a thorough knowledge of the treasure which you have acquired. It was subsequent to this that his brother said that he neither heard or read anything about the currency question; but it was certainly the duty of every citizen to acquire information on all aspects of this important subject. The education of the people is the first step towards the complete success of the movement. In regard to the matter about which you have written me from time to time, I believe that it will be impossible for me to arrive at a decision of the case until after the election. I have inquired about this matter day after day, and week after week, without result.

TWELFTH LESSON.

Useful Commercial And General Phrases.

149. Students sometimes have great difficulty in gaining such a command over hand and mind as will enable them to join several words without great effort. Judicious phrase writing is a wonderful help in gaining speed, and greatly lessens the labor of note-taking. The principle laid down by Descartes in his famous "Discourse on Method" that we should "divide each difficulty into as many parts as possible," and that "commencing with those things which are most simple and easily known, we should ascend by degrees to the knowledge of the most complex" can be applied with great advantage to phrase writing. The very best way to obtain proficiency in this direction is to begin with simple phrase-forms, such as *of the*, *to the*, *in the*, etc., and when the student can write these without conscious effort, he should take up long phrases. In studying these, divide the phrase into sections, and practice each section before attempting to join the entire phrase. For instance, the very useful phrase "please let us hear from you" might be drilled in this way: First write "please let" about a dozen times, then "from you," "hear from you," and finally the entire phrase. This is *concentrated practice*, and if this plan is systematically pursued for a brief period there will be a wonderful increase in speed.

150. List of Useful Phrases.



LIST OF USEFUL PHRASES.

KEY TO OPPOSITE PAGE.

1. About this matter, above date, all day, all alone, all along, all my, all my attention, all my time.

2. All men, all means, all may be, all right, all round, all information, and so on, as far as.

3. As follows, as large as, as soon as, as soon as possible, as soon as you can, as soon as you know, as near as, as near as possible.

4. As much as, at a loss, at an early date, at an early day, at as early a date as possible, at your convenience, at your early convenience, at your earliest convenience.

5. Bill of exchange, brought forward, but this is not, by means, by all means, by any means, by return mail, by the way.

6. Call your attention, can you give, can you not say, can you state, careful attention, careful consideration, City of Chicago, City of Boston.

7. Describe to the jury, did you have any, did you mention, did you not expect, did you see, different times, discount for cash, duly to hand.

8. Enclosed find check, enclosed find payment, enclosed please find, esteemed favor, every attention, every day or two, every one, expecting to hear from you.

9. Few days, few days ago, first-class, first-class manner, first instance (or 1st inst.), first question, First National Bank, first time.

10. For a considerable time, for a day, for a few days, for a few minutes, for a good many, for a long time, for a long time past.

11. For more than, for my own part, for some cause, for some time to come, for the first time, for the most part, for the same reason.

12. Go on, go on and state, go on and state to the jury, he says, here and there, here mentioned, how to do.

13. I am afraid, I am confident, I am obliged, I am pleased to hear, I am sorry, I am sorry to hear, I am sorry to say.

14. I am very sorry, I ask that, I begin to hope, I beg to acknowledge receipt, I beg to enclose, I beg to thank you, I dare say.

15. I enclose account, I enclose copy, I enclose statement, I forwarded, I duly considered, I have no doubt, I may say.

KEY TO OPPOSITE PAGE.

1. I remember, I return, I send you, I send you enclosed, I send you to-day, I shall send you, I told him.

2. If we do not hear, if we do not hear from you, immediate attention, in addition to this, in all matters, in conclusion, in connection.

3. In connection with this, in consequence, in consideration, in due time, in our favor, in our position, in order to judge.

4. In order to receive, in order to say, in order to write, in reference to the matter, in regard to the matter, in relation to the matter, in reply would say, in that direction.

5. In the course of a few days, in the first instance, in the hope that, in the way, in the world, in these times, in this city, in this state, in which to do.

6. Insurance Co., invoice of goods, it is because, it is said, least possible delay, letter of recent date, let us know, let me know.

7. Let us hear from you, let me hear from you, long past due, long time, long time ago, more or less, New England.

8. Next day, next time, next week, of course, of course it is, of course they will, of his, of his condition, of his country.

9. Of his own, of our own, of your claim, on account of that, on his part, on my part, on our part, on the contrary.

10. On the subject, on the whole, on this question, on this side, one-half, ought to do some business, out of the question, out of town.

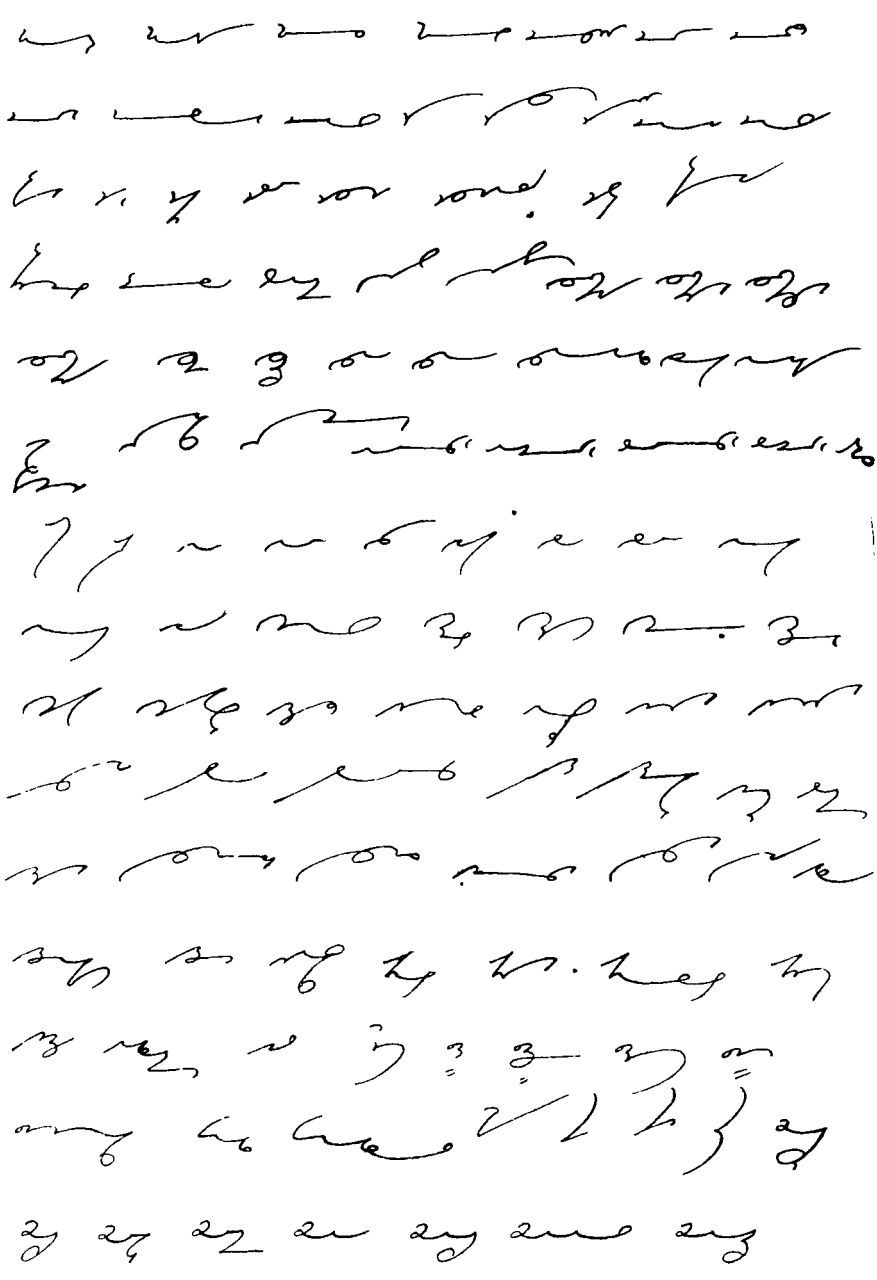
11. Part of their, payment of account, people of this country, please forward, please let me know, please let us know, please let me hear from you.

12. Please let us hear from you, premium rate, prompt attention, personal attention, question of time, quite right, quite sure, railroad business.

13. Rate of interest, right-hand, right-hand man, Second National Bank, seem to say, seems to me, several days ago, several months ago.

14. Shall be glad to hear, shall be glad to know, shall be glad to receive, shall be most happy, shorthand writer, side by side, since that time, since this case.

15. So as, so as not to make, so as to be, so as to make, so as to receive, so far as, so far as (we) can, so far as we know.



KEY TO OPPOSITE PAGE.

1. So long as, so long a time, so many, so many as, somehow or other, some of them, some of these.

2. Some of those, someone else, something like, some time, some time ago, sometime or other, son-in-law, sooner or later.

3. Special attention, state of things, state to the jury, state whether or not, statement of account, statement of account rendered, Stock Exchange, subject to my order.

4. Subject to your commission, systematic manner, tariff reform, ten days, ten days ago, thanking you for the order, thanking you for your attention, thanking you for your kind attention.

5. Thanking you for your order, that is not, that is to say, that they are, that they will, that they will receive, that will be, the loss of time.

6. The people of this country, the time of payment, the time you mention, there are many things, there are some things, there were many things, there were some things, there is only.

7. There have been, there shall be, they are, they are not, they do not, they ought to be, they were, they were not, they will be.

8. They will have, they want, this claim, this is necessary, this is the difference, this morning, this seems.

9. This would be, this would perhaps, to a certain extent, to a great extent, to a large extent, to call attention, to call your attention.

10. To-day or to-morrow, to deal with, to deal with the matter, to do so, to do some business, to enforce, to hear from you.

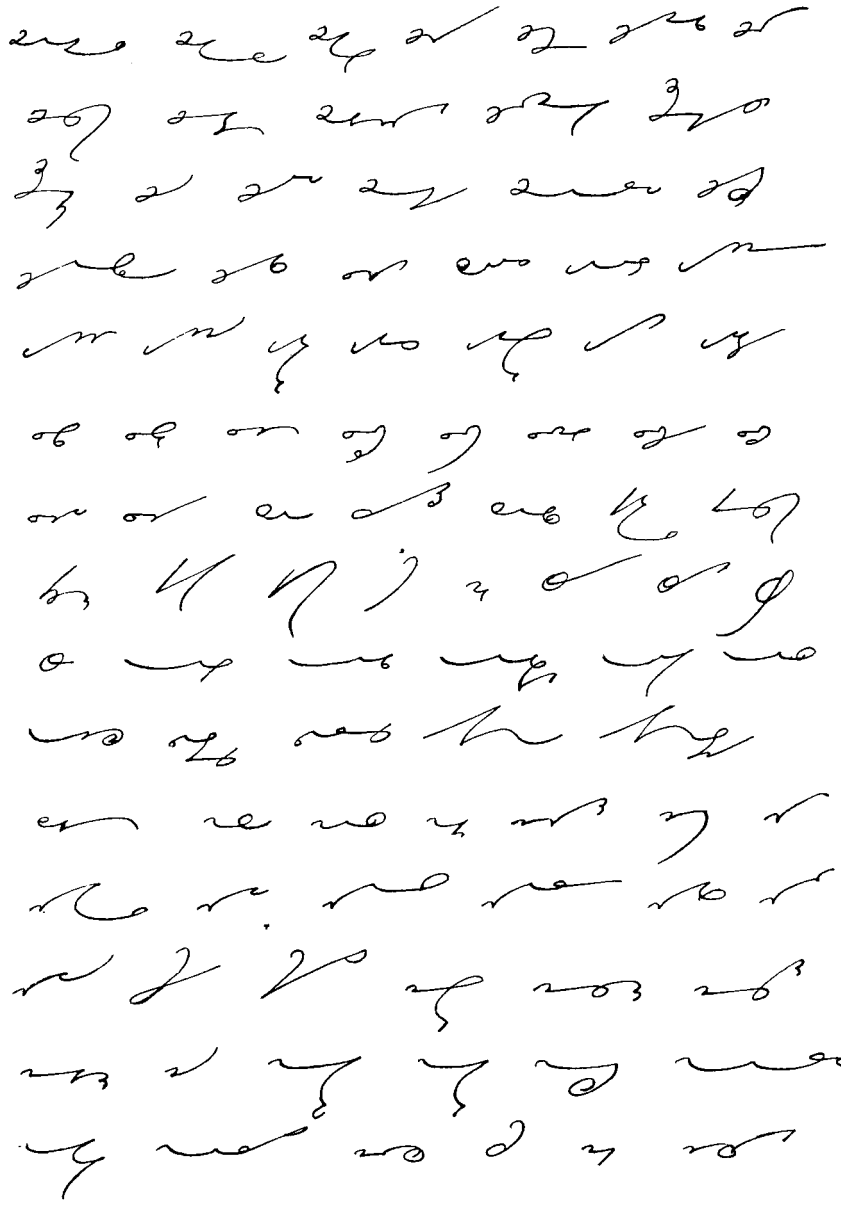
11. To his attention, to make a motion, to make any, to many of those, to my attention, to my order, to sell.

12. To send a representative, to send you, to try to buy, to which you refer, to which your attention, to which your letter refers, to which your question.

13. To your satisfaction, trusting to hear from you, two or three, under separate cover, United States, United States of America, U. S. Government, United Kingdom.

14. United Kingdom of Great Britain and Ireland, upon receipt, upon receipt of your letter, up to date, very truly, very truly yours, vice versa, we are advised.

15. We are favored, we are in a position, we are informed, we are in receipt, we are in receipt of your favor, we are in receipt of your letter, we are in receipt of your esteemed favor.



KEY TO OPPOSITE PAGE.

1. We are in receipt of your esteemed letter, we are pleased to hear, we are prepared, we can date, we confirm, we duly received, we intend.

2. We might have been, we must ask, we respectfully call your attention, we think this will be, we very much doubt.

3. We very much wish, we want, we want to know, we will forward, we will let you know, we would advise.

4. We would like to sell, we would say, week or two, were there any, what are necessary, what do you mean.

5. What do you think, what do you want, what is your business, what is your name, what is your name and business, what to do, what was said.

6. When I see, when I was, when you can, when you first, when you have, when you next, when you said, when you see.

7. When you told, when you did, where are, where did you see, where do you reside, which it is believed, which might have been.

8. Which we consider, which would be, which would have been, who have, who was, why did, why do, why have.

9. Why not, will reach, will receive, will receive prompt attention, will there be, will write.

10. Will you kindly, with reference to the matter, with regard to the matter, would be glad, would be glad if you would.

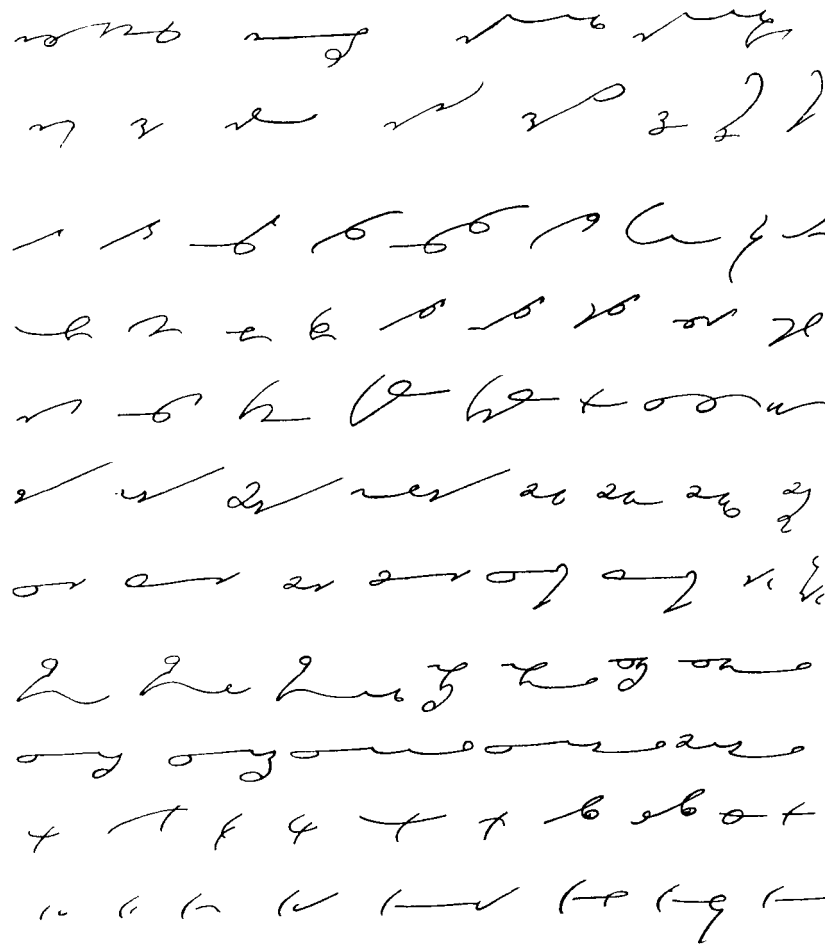
11. Years ago, you are aware, you are right, you are sure, you can do so, you can have, you do not.

12. You do not believe, you do not know, you do not like, you do not remember, you do not say, you do not think.

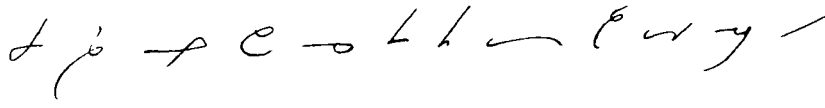
13. You do not want, you have had, you have to-day, you may be sure, you may consider, you may do so.

14. You must consider, you want, you will be sorry, you will be sure, you will find, you will let us know.

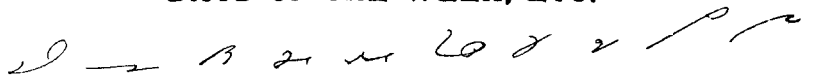
15. You will probably, you will readily, your inquiry, your favor, your insurance, your kind attention.



THE MONTHS OF THE YEAR.



DAYS OF THE WEEK, ETC.



KEY TO OPPOSITE PAGE.

1. Your kind attention to this matter, your many favors, your order will receive, your order will receive prompt attention.

2. Your question, your statement, your telegram, yours duly to hand, yours of to-day, Yours sincerely, Yours very sincerely, Yours very truly.

SUPPLEMENTARY LIST OF PHRASES.

3. Dear Sir, Dear Sirs, My Dear Sir, Dear Madam, My Dear Madam, Dear Miss, bill of lading, free on board (f. o. b.), and company (& Co.).

4. Last week, this week, next week, past week, day or two, in a day or two, for a day or two, in a week or two, in a few days.

5. Your attention, my attention, by this mail, by to-day's mail, by this day's mail, price list, again and again, over and over again.

6. Yesterday's date, yours of recent date, your favor of recent date, your letter of recent date, we are sorry, we are sorry to hear, we are sorry to say, we are very sorry.

7. I am, Yours truly; I remain, Yours truly; We are, Yours truly; We remain, Yours truly; I am, Yours very truly; I remain, Yours very truly; state of things, such a state of things.

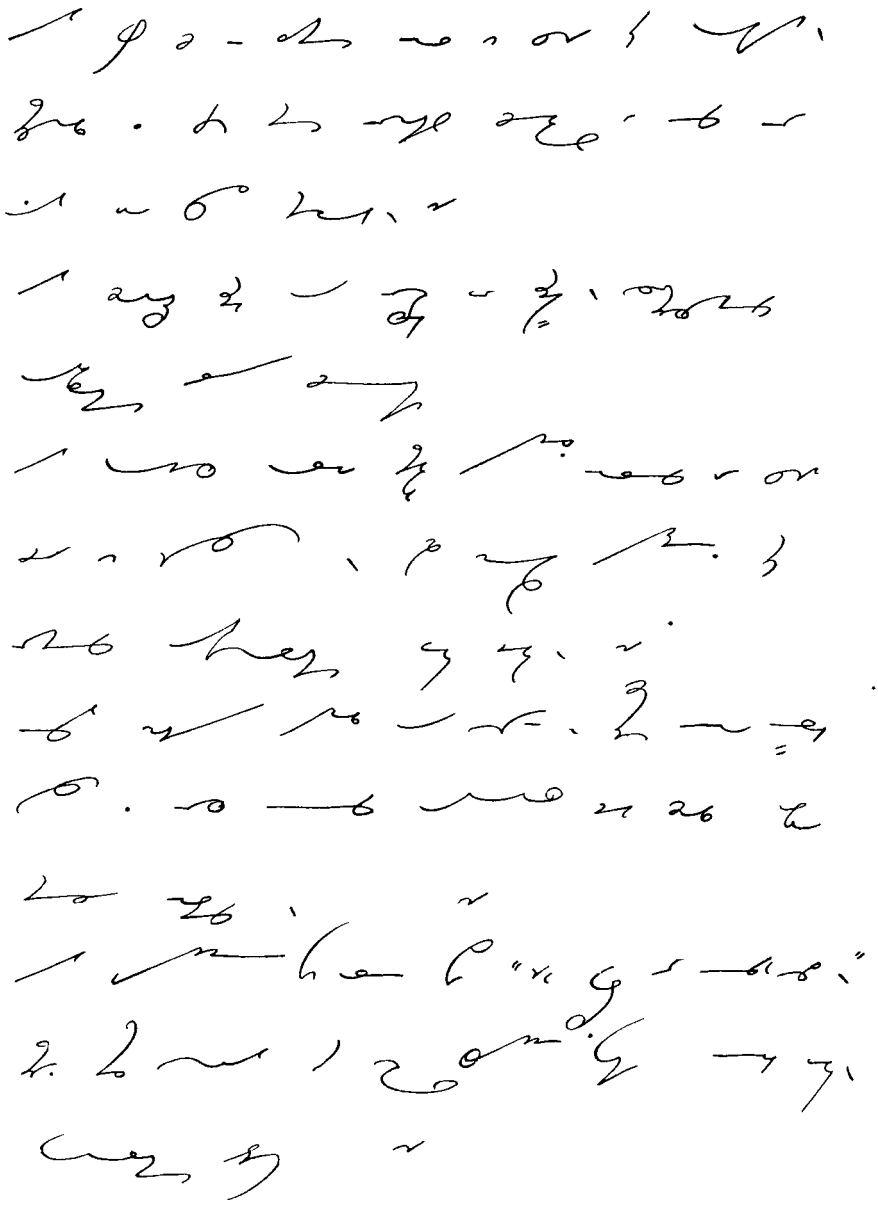
8. I shall be glad, I shall be glad to hear, I shall be glad to receive, in reply to your favor, in reply to your letter, in answer to your favor, in answer to your letter.

9. I am in receipt of your favor, I am in receipt of your esteemed favor, I am in receipt of your letter, I am in receipt of your esteemed letter, we are in receipt of your esteemed letter.

10. Republican party, Democratic party, People's party, Prohibition party, Liberal party, Conservative party, day's sight, three days' sight, A. M., P. M.

11. Post-office (P. O.), postscript (P. S.), postal card, postal order, postal money order, postmaster, postmaster-general, postman.

151. READING EXERCISE.



152. WRITING EXERCISE.

Dear Sir:

Why have we not heard from you in regard to your account, which is long past due? If we do not receive a check from you in the course of a few days, we must place the matter in the hands of our attorney for collection.

Yours truly,

Dear Sir:

We are in receipt of your esteemed favor of the 1st inst., and enclosed please find check on the First National Bank. Thanking you for your kind attention to the matter, and hoping to hear from you at an early date, we remain, Very truly yours,

Dear Sir:

Will you kindly let me know if it is possible to do anything in regard to the matter of the accounts sent you some time ago. We hope you will be able to do something for us in this matter, and shall be glad to hear from you on the subject as soon as possible.

Yours truly,

My Dear Sir:

Yours of recent date duly received and contents noted. We have asked Mr. Marsh to make an inquiry in the matter, and will write you as soon as we receive a report from him in reference to the matter.

Yours truly,

Dear Sir:

What do you mean by your remark about the "state of things prevailing at the meetings of the committee?" If you think you have any grounds for complaint, why do you not bring forward a motion on the subject. Please let us hear from you at your earliest convenience.

Yours truly,

A SHORT VOCABULARY.

A.

Absent

Absolute

Absurd

Accept

Accommo- [dation

Accomplish

Accuracy

Accustom

Acquisition

Across

Address

Adopt

Advertise

Advance

Advise

Affidavit

Ago

Alphabet

America

Among

Amongst

Amount

Annual

Another

Answer

Appear

Appearance

Application

Arrive

Article

Assembly-ed

Attention

Attorney

Author

Authorita- [tive

Authority

Average

Avoid

B.

Beauty

Behind

Behold

Belong

Benefit

Benevolent

Beside

Better

Bound

Boundary

C.

Calculate

Calculation

Cancel

Cancellation

Capable

Career

Cargo

Carry

Casually

Catalogue

Certificate

Cessation

Chairman

Characteristic

Characterize

Children

Church

Citizen

Clear

Clergy

Collateral

Comfort

Conclusion

Confident-ce

Congregation

Congress

Connection

Consequence

Consideration

Conspicuous

Constant

Contingent

Co-operate

Correspond-[ence

Country

Countrymen

Cultivation

Curious

Custom

D.

Daily

Danger

Defendant

Degenerate

Degree

Democratic

Demonstrate

Demoralize

Derive

Deserve

Desirable

Develop

Dictate

Disadvantage

Disappoint-[ment

Discover

Discuss

Dispropor-[tionate

Distinct

Distinguish

Doctrine

Domestic

Draft

E.

Eminent

Energy

Encounter

Endorse

Engage

England

Enormous

Enough

Entire

Entitle

Epidemic

Etc.

Evident

Excellent

Except

Exception

Exchange

Exorbitant

Expedient

Explain

Express

Extenuation

Extempore

F.

Failure
Familiar
Financial
Flour
Force
Frequent
Fulfill

G.

General
Generation
Gone
Got
Gratitude
Guarantee

H.

Headquarters
Hereinafter
Hereto
Heretofore
Herewith
Hieroglyphic
Hitherto
Hundred

I.

Idiosyncracy
Ignorant-ee
Incoherent
Incompre-[hensible
Indeed
Independent
Indispensable
Innocence
Instantaneous
Institute
Institution
Intemperance
Intend

J.

Journal
Journalism
Jurisdiction
Juxtaposition

L.

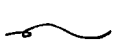
Language
Likewise
Litigation
Local
Logic
Loyal-ty
Luxury

M.

Magazine
Manufacture
Market
Material
Matter
Maturity
Melancholy
Memorandum
Message
Method
Misery
Miserable
Misfortune
Mistake
Moderate
Moderation
Month
Mortgage
Mortal
Murder

N.

Namely

 Neglect

Numerous

Number

O.

Obedient

Object

Oblige

Obligation

Obvious

Observe

Obstruct

Occur

Occupy

O'clock

Operation

 Opinion

 Opportunity

Ordinary

 Original

Organization

Otherwise

Over

P.

Package

Pardon

Passage

Patriot

Patriotic

Patriotism

Patronage

Peculiar

Pecuniary

Perfect

Perpendicular

Person-al

Plaintiff (*Ptff.*)

 Political

Popular

Poverty

Practical

Practice

Praiseworthy

 Predecessor

Prepare

Presentation

Prevail

Previous

Private

Privilege

Probable

Proceed

Proceedings

 Production

Progress

Proportion

 Publication

Punctual

Q.

Quantity

Quarter

R.

 Really

Recent

Recognize

 Record

 Refer-ence

 Refuse

 Remark

Remove

 Request

Requirement
Requsite
Resignation
Resort
Respect
Respectable
Responsible
Rule
Revolution

S.

Sagacity
Satisfactory
Scarce
Secure
Serious
Serve
Significant-ce
Singular
Situation
Social
Socialism
Sort
Steady, Study
Stock
Strange
Strike
Struggle
Student
Success
Successful
Successive
Suggest
Sufficient
Surprise
Surround

T.

Term
Testimony
Thankful
Therewith
Thousand
Three
Thwart
Tomorrow
Tranquil
Trust
Trustworthy
Typewriter

U.

Unavoidable
Under
Unfortunate
Union
Universe
Until

V.

Value
Valuation
Variety
Various
Vicinity
Virtue
Volunteer
Vulgar

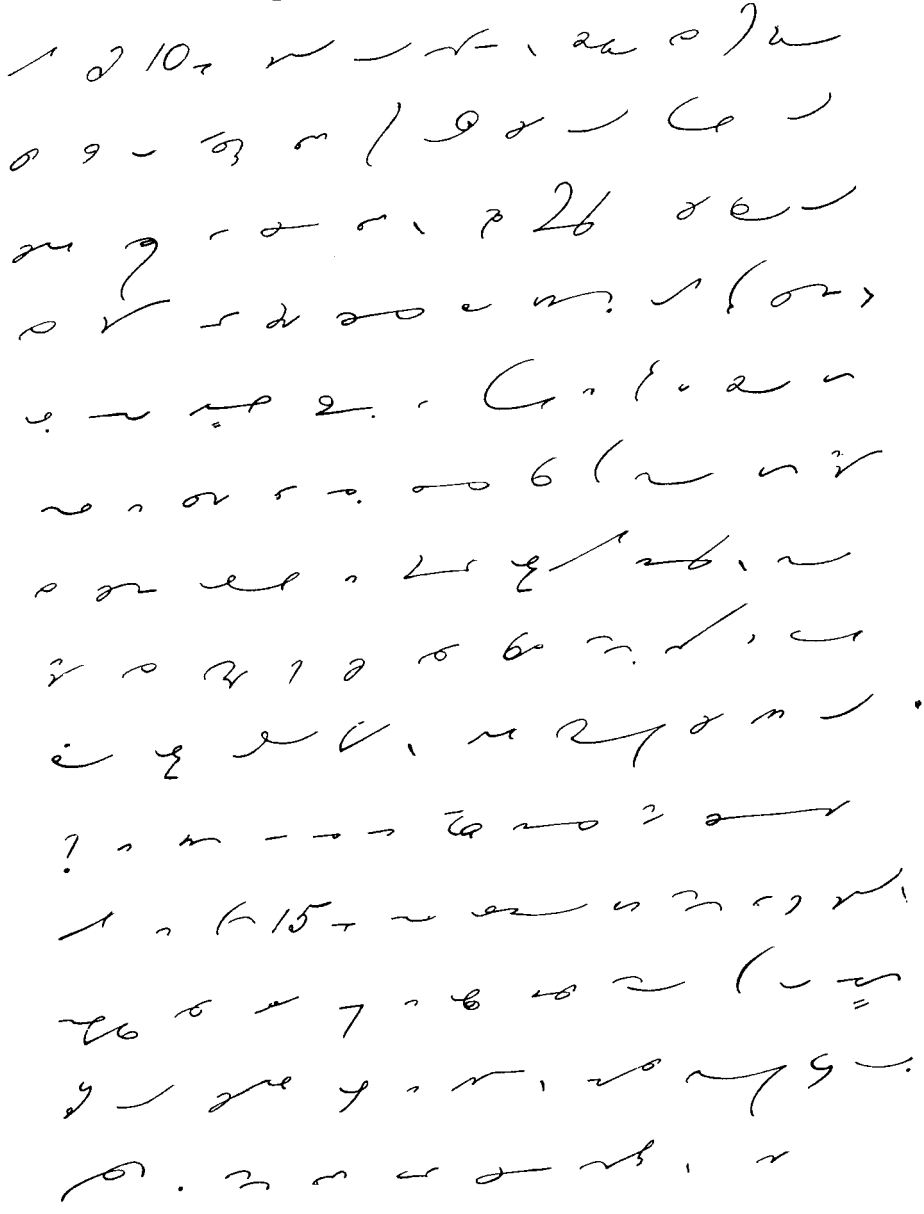
W.

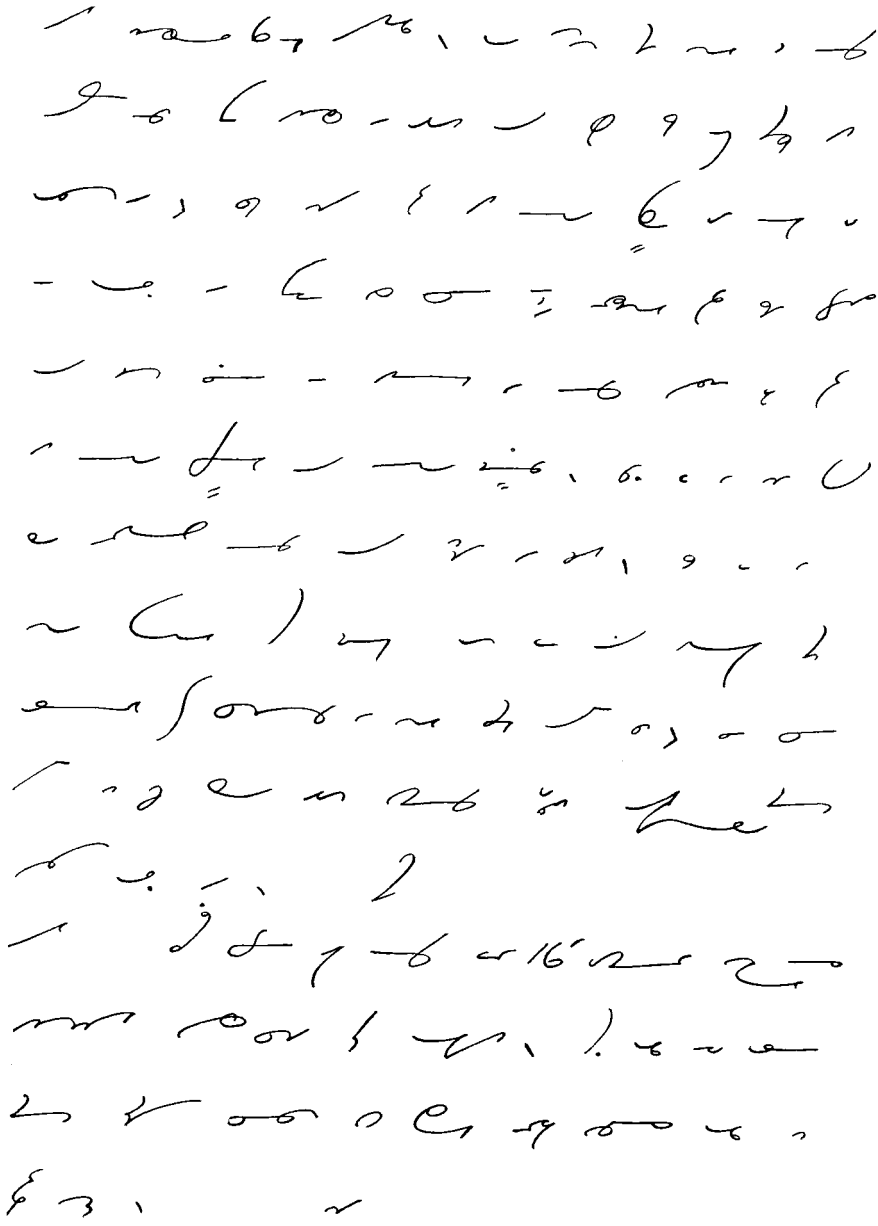
Warrant
Wealth
Whereas
Widespread
Withdrew

Y.

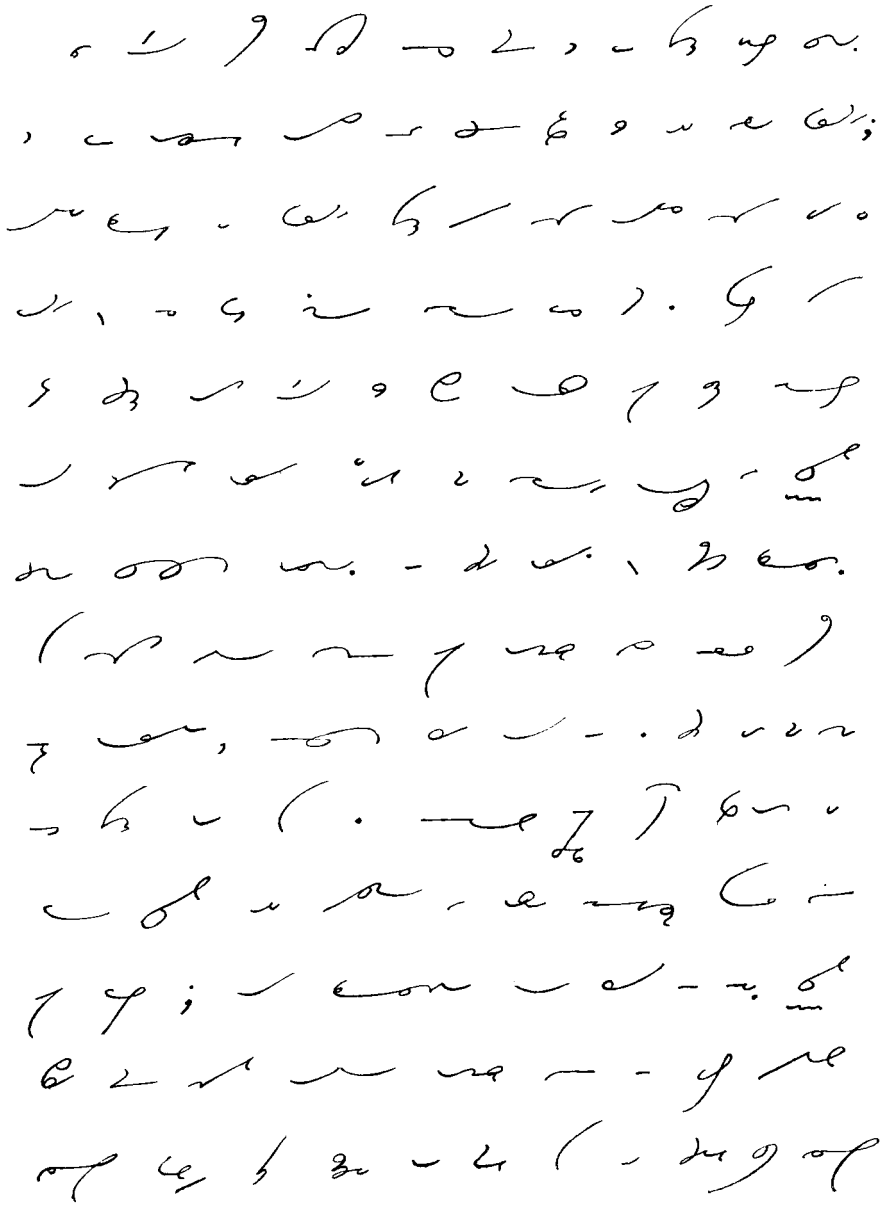
Young

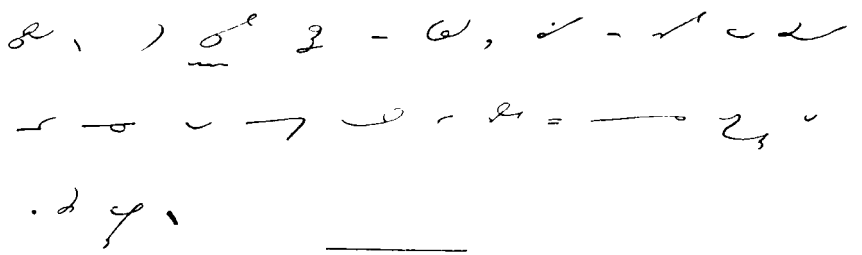
BUSINESS LETTERS.



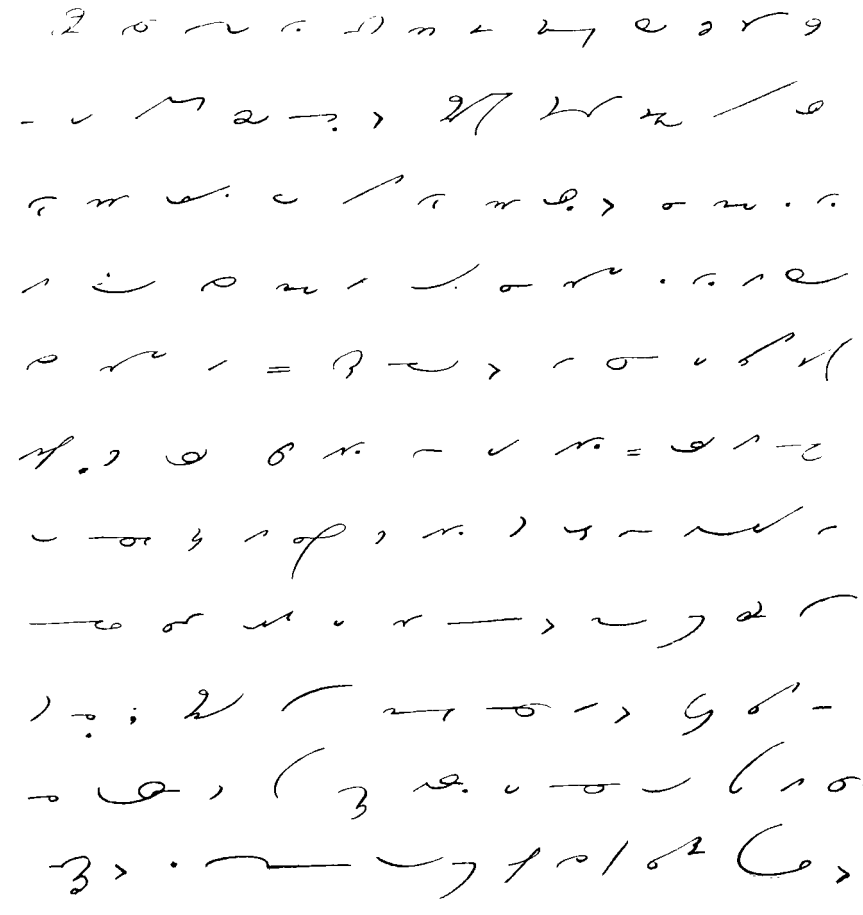


SHORTHAND AS A MEANS OF MENTAL CULTURE.





SAYINGS OF THE WISE.



KEY TO THE READING AND WRITING EXERCISES.

BUSINESS LETTERS.

DEAR SIR:—

Your favor of the 10th inst. is at hand and contents noted. We are sorry to hear that you have sold out, as our transactions with you have been entirely satisfactory and pleasant, and we trust they have been the same with you. We hope you have made a satisfactory sale, and that some time in the future we may hear of your going into business again.

Regarding Mr. Thomas assuming the bills you speak of, we will, of course, credit your account with anything he may pay; but you will, of course, understand that we cannot release you from the responsibility of the debts you made. You will understand that this is the usual way, that the party contracting the debt is always held responsible until paid. Trusting this will be satisfactory to you, and wishing you success in any new enterprise you may undertake, we remain, Yours truly,

DEAR SIR:—

Your postal card of the 15th inst. in regard to renewal of your contract with us, is at hand, and in reply would say that the territory in which you reside is now controlled by our New York office, and we would respectfully refer you to them. No doubt they will be perfectly willing to make a contract with you on the same conditions. Yours truly,

DEAR SIR:—

Your kind letter of the 6th inst. duly received. Our contract for the cars is made, and I am now bound to carry it through; and I hope I shall never have occasion to regret it.

I wish you would speak to Mr. Barr of the importance of

not letting it be known that I am interested in these cars, except as the patentee, and ask him not to mention the matter to any one; also speak to Mr. James and Mr. Smith. I think all the other gentlemen were at the last meeting and understand the situation. As all the car builders have so much work on hand, it will be fully three months before I can get the cars finished and in use.

When I am down your way I will talk this matter over with you, and shall be glad to hear from you at any time regarding it.

Yours very truly,

DEAR SIR:—

A heavy payment to be made on the 16th of this month compels me to call your attention to my account, which is long past due. Having received no remittance from you for some time, I make this application in the hope that it may receive your special consideration. Yours truly,

SHORTHAND AS A MEANS OF MENTAL CULTURE.

"With shorthand every individual may form his own books of reference according to his own requirements, and that in the same space as though they were printed; and no selection of printed books would contain, and only contain, what he wanted. Any person who will collect only for a brief time such facts into shorthand as appear likely to be useful in life, and sometimes read over what is so collected, will find the *ideas* secured again and again recurring in future reading. If this selecting be continued, it will come to be recognized that nearly every newspaper leader, magazine article, and not a few of the so-called new books, are but a more or less ingeniously contrived patchwork of old ideas, though, doubtless, the writer in most cases believes them to be original; and the selector will end in knowing *ideas* apart from words, and will recognize them in whatever dress they may be presented, just as we know our friends by their features, however they may be at-

tired. For *ideas* as seen in print, heard in words, or felt in the mind, are much like the stars—many reflections of a few originals." —*C. R. Needham.*

SAYINGS OF THE WISE.

"I find that the great thing in this world is not so much where we stand as in what direction we are moving."—*O. W. Holmes.*

"If you would not be forgotten as soon as you are dead, write things worth reading, or do things worth writing."—*Franklin.*

"When you know a thing to hold that you know it, and when you do not know a thing to allow that you do not know it—this is knowledge."

"The aim of education should be to teach us rather how to think than what to think—rather to improve our minds so as to enable us to think for ourselves than to load the memory with the thoughts of other men."—*Beattie.*

"You will never find time for anything; if you want time, you must make it."

"Perfect education in any line is but conscious training of mind and body to act unconsciously."

"A good man will never teach that which he does not believe."

A SONG OF LIGHT-LINE.

BY FRANK RUTHERFORD.

Of good shorthand systems, we've many a score,
And each month some author produces one more,
With pot-hooks and hangers, and thick strokes and thin,
They ring all the changes, and make quite a din.
But 'though they may boast much, vow each superfine,
There's none can compare with Gregg's modern LIGHT-LINE.

Oh! Why should a shorthand slope this way and that?
To write thus in longhand, you would be a flat!
An elbow turned out, and a pen held askew,
Are awkward and ugly, and not nice to view.
Just think how much better to have one incline—
They write all ONE SLOPE, in Gregg's modern Light-Line.

Oh! Why should a shorthand fly hither and there?
To write so in longhand, you scarcely would dare.
This form written sky-high, the next one below,
You bob here and there, like a bear in a show.
'Tis all far from natural, take this as a sign—
They write ONE POSITION, in Gregg's modern Light-Line.

Oh! Why should a shorthand be thick now and thin?
To write a thick up-stroke would cause one to sin!
To try to write swiftly, with thick strokes galore,
'Tis bound to be guess-work to read your notes o'er.
So dispense with all shading in short-hand design—
They have but ONE THICKNESS, in Gregg's modern Light-Line.

Oh! Why should a shorthand omit all the vowels,
And leave you to guess if 'tis "tells," "tales," or "towels?"
'Tis not natural to write in this absurd way,
And thousands of students on this go astray.
You can read every letter, each word can define,
'Cause VOWELS ARE INSERTED, in Gregg's modern Light-Line.

Now, if you are wise, and would shorthand acquire,
Just throw your old text-books straight into the fire.
Then take up Light-Line—in the matter of speed,
There's nothing can beat it—of this take good heed.
'Tis most easy to learn, to read, and in fine—
No shorthand can equal GREGG'S MODERN LIGHT-LINE.